

The Hampton Negro Conference

NUMBER VII

July, 1903

Some conditions of the Negro people, and some needed reforms discussed by the Negroes themselves.

PROCEEDINGS
OF THE
HAMPTON
NEGRO CONFERENCE.

NUMBER VII

JULY 1903

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NOTE:—The chairmen of the various committees will be glad to receive any information pertaining to the subjects of their committees.

The last committee is not a part of the permanent organization but was appointed for the special purpose indicated by the name of the committee.

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HAMPTON NEGRO CONFERENCE, 1903

Order of Business

WEDNESDAY, JULY 15.

- 9:40 A. M. Address of welcome by Dr. H. B. Frissell, of the Hampton Normal and Agricultural Institute, Hampton, Va.
- 10 A. M. Report of Committee on Vital and Sanitary Problems, Dr. J. W. Prather, Baltimore.
- 10.30 A. M. General Discussion.
- 11 A. M. Report of Committee on Domestic Economy. Miss E. B. Kruse, Wilmington, Del.
- 11.30 A. M. General Discussion.
- 8 P. M. "Rural Schools of Virginia," Mr. T. B. Williams, Hampton Institute.
- 8.30 P. M. General Discussion.

THURSDAY, JULY 16.

- 10 A. M. "The Negro in Business," Dr. W. R. Pettiford, Birmingham, Ala.
- 10.30 A. M. General Discussion.
- 11 A. M. Report of Committee on Religion and Ethics, Rev. J. E. Moorland, Washington, D. C.
- 11.30 A. M. General Discussion.
- 8 P. M. "The Problem of Employment for Colored Women," Mrs. Fannie Barrier Williams, Chicago.
- 8.30 P. M. General Discussion.
- 9 P. M. Report of Committee on General Statistics, Prof. J. W. Cromwell, Washington, D. C.
- 9.30 P. M. Report of Committee on Business and Labor Mr. W. P. Burrell, Richmond, Va.

FRIDAY, JULY 17.

- 10 A. M. "The Summer-School Idea," Dr. W. B. Evans, Conductor Hampton Summer School
- 10.30 A. M. General Discussion.
- 11 A. M. "A Movement for the General Improvement of a Georgia Community," Miss Judia C. Jackson, Athens, Ga.

CHAPTER I—INTRODUCTION

Aims of the Report

This report is published because of the conviction ; first, that the point of view of intelligent colored men and women regarding their difficulties should be more widely disseminated among the people of the white race ; and second, that these exhortations to better things and this sympathetic criticism from their own leaders should be more current among the masses of the colored people.



Character of the Conference

This seventh annual meeting was noteworthy for the high type of men and women in attendance, and for the kindly spirit in which all questions were discussed.

There were assembled about seven hundred men and women of the colored race from every section of the country and from many vocations—educators, physicians, lawyers, preachers, tradesmen and business men—all of them men or women of intelligence and some of them of unusual ability. Their earnestness and their deep interest in the welfare of their people were indicated by the philanthropic work in which many of them were engaged and their willingness to undertake new work for the elevation of the Negro race.

The reports of the various committees showed that Negro professional men are not selfishly limiting their work to money making, but that they give a large portion of their time to altruistic and philanthropic endeavor. The physicians are studying the sanitary condition of the districts in which their people dwell and are striving to correct them. Likewise, the lawyers are noting the legal oppression of ignorant colored men by selfish employers and are taking steps to defend such men, very much as the Legal Aid Society of New York defends the unfortunate tenement people. The preachers are broadening the scope of their work from the awakening of emotions regarding the hereafter to that of developing character and enkindling an enthusiasm for the saving of money and the purchase of land. The large benefit and savings societies are almost all under the direction of ministers. The Conference was a revelation to those who visited it for the first time of the high mental calibre of the at-

tending members, their sterling character, and their genuine interest in their own people.

The second significant fact regarding the Conference was the spirit in which all the questions were discussed. Though there was perfect freedom of discussion and all the participants were frank in their addresses and remarks, there was not one bitter or hopeless note or any evidence of blind prejudice. On the contrary the speakers showed not only a thorough appreciation of the difficulties confronting the race, but a sympathetic understanding of the defects of their own race and of the natural differences between themselves and other races, and all were expectant of better things to be attained through their own efforts and the co-operation of other races.



Significant Points of the Various Discussions	In the report on labor and business the committee, while showing marked improvement in the quality of labor and progress in the extension of business, did not hesitate to condemn the irresponsibility and thriftlessness which form too large a part of Negro life.
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While the committee on health and sanitation deprecated the unsanitary conditions among which the heartless landlord compels the poor blacks to live, yet they pointed out the reckless carelessness of the colored people in their relation to contagious diseases.

The report on religious work urged the systematization of religious endeavor, especially that in behalf of young people. Undue emotion in religious worship was said to be diminishing, and the importance of deliberation in all things was made clear. The need of a meeting place like Northfield for the instruction and inspiration of religious workers of the colored race was brought out, and increased activity against intemperance was urged.

The discussion of educational topics showed an appreciation of the educational situation that is most hopeful. The paper on rural schools was a clear statement of the defects and needs of those most problematic of all schools. "The Idea of the Summer School" stated the method by which such summer work can be made most effective for the education of the Negro. The accounts of schools in their relations to the home and community in general, gave some striking instances of the broader work of the schools for the colored people.

But the most interesting part of the educational session was the informal discussion of the relation of industrial training to education in general. Many of the colored leaders showed a healthy opposition to any tendency which would make manual training a fad, carried to such extremes as to exclude the knowledge and training necessary to place the child in possession of the great traditions and lofty sentiments of the human race. On the morning of this discussion some of these leaders implied such a tendency to exist in the present advocacy of industrial training for the colored people. Further there was an undercurrent which implied that this advocacy indicated a desire to limit the Negroes' field of endeavor to menial labor. It was the informal and spontaneous replies to these implications that formed the most interesting portion of the whole Conference. The replies came from three sources:—

First; certain colored teachers and workers, whose continued contact with the masses, either in rural or urban districts, give them accurate knowledge of conditions, replied that while they did not desire to limit their boys and girls to industrial training, yet for the present they were most eager that these boys and girls should learn how to build decent houses and to acquire sufficient material means to enable them to devote a part of their time to cultural activities.

Second; Dr. Southall, Superintendent of Public Instruction for Virginia, happened to be present, and his talk to the Conference, while not intended to be a reply, was a most valuable contribution to a proper understanding of the differences which had arisen. His plea was that all Virginians, white and black, should join the industrial crusade in behalf of the Old Dominion. Raw material, he said, such as lumber and iron ore, which should be worked up into marketable articles within the state, is being shipped to other states, Virginia receiving five per cent. as her share while other states received the ninety-five per cent. for the finished product. He urged, therefore, that the children of Virginia should receive the benefit of manual training, not only for its educational value but for its industrial and commercial value to the Commonwealth.

Third; on the same morning, Professor G. P. Phenix, of the Connecticut State Normal School at Willimantic, also happened to be at the Conference. In speaking of his work in Connecticut, he described the strenuous efforts that are being made to establish manual-training departments in all the schools of the state, both in order that native Americans may not be supplanted in

the numerous factories of that state by better prepared foreign mechanics, and also because of its influence on the mental and moral development of the individual.

And so, with the warning that manual training should not become a fad, excluding the traditions and sentiments of the human family, came the three-fold demand, first from the colored man himself that he might be able to lay a foundation in the possession of material things; second, from the white man of the South that the Southern States might be able to take higher industrial rank among the states; and third, from the Northern man who is convinced that manual training is valuable not merely for the purpose of imparting facility in earning a livelihood but still more important for the development of the mind and character.

Last of all is to be noted, in this introductory word, that the Conference many times expressed its warmest appreciation of the efforts of the North and South in behalf of the Negro race.

CHAPTER II—EDUCATION

Negro Rural Schools in Virginia

W. T. B. WILLIAMS, Field Agent, Southern Education Board

According to the census of 1900, Virginia has a Negro population, ten years of age and over, of 494,464. Of these, 44 per cent. are classed as illiterate. But lest you think Virginia exceptionally badly off in the matter of Negro illiterates let me hasten to add that North Carolina has 47 per cent., South Carolina and Georgia each 52 per cent., Alabama 57 per cent., Mississippi 49 per cent., and Louisiana 61 per cent. of Negro illiterates. The white illiterates in Virginia form 11.1 per cent. of the white population, ten years of age and over, and about the same ratio holds for the other Southern States. Altogether, however, over a million and a half adult white males in the South cannot read and write. The figures for the general illiteracy in a few Northern states might not prove uninteresting. In Missouri, illiterates form 4.89 per cent.; in Illinois 2.17 per cent.; in Iowa 1.2 per cent.; in New York 1.2 per cent.; in Michigan 1.7 per cent.; in Massachusetts 0.8 per cent.

It is not strange, then, that in the face of such comparisons the South is bestirring herself as never before over the matter of education. It is only by this means, she feels, that democracy within her borders may become a reality. This new movement is demanding not only intelligence but economic efficiency as well. A prominent monthly which interests itself largely in the industrial and social development of the South recently declared editorially that "The foremost patriotic duty of our time is to educate the Southern masses of both races to economic efficiency." The same editorial also says "The teachers hold the key of the South's larger, fairer, better future, and they show a moral earnestness that few others can match." Surely, then, we who are striving with the darker elements of this problem may take pride in being classed among such workers.

But the field is so wide that I have thought it best to concern myself in this paper with the consideration of the rural schools of Virginia alone. According to the Virginia School Report for 1901 (the last one published) the Negro children from five to twenty-one number 265,258. But of these, fewer than one-half were enrolled in the public schools during the year. And of those

enrolled only 69,440, or scarcely more than one-half were in average daily attendance. But the average number of pupils per school is 53 for colored and 39 for white schools, while the average number of pupils in daily attendance per school is 30 for the colored and 23 for the white. This comparatively good showing is due largely to the fact that there are nearly twice as many schools for the whites in proportion to the number of pupils as there are for the colored children. While there is a school for every 64 white children there is but one school for every 114 colored children. An average attendance of 30 with a possible enrollment of 114 need not be regarded as particularly encouraging, though we must admit that such an average is not altogether bad when we remember that most of these schools are in the rural districts, and that the pupils have great distances to walk to reach them. Seven-eighths of the colored schools of Virginia, or 2032 out of the total 2311, are rural schools and some of those in the cities are outside the corporation limits wherever it is possible so to place them. In the city of Hampton, for example, there is no school. What school there is is in the county and is run as a district school. So, then, in speaking of the rural schools we are neglecting but a small proportion of the schools of the state; and much that is true of them applies equally well to the city schools.

The Superintendent of Public Instruction has this to say of the rural schools: "The country district is the arena in which the overwhelming majority of children must receive their preparation for complete living * * * It is a lamentable fact that in some counties of the state the public schools are not meeting the reasonable expectations and demands of our people for educational opportunities for their children. Some of the schoolhouses are unfit for human habitation; the school term is so short that the children forget almost as much during the long vacation as they learn during the short school term; and the teachers are in many cases inadequately prepared and more inadequately paid." The main cause of this, he adds, is "the wild and insane tendency to multiply small district schools" instead of "consolidating and concentrating them for the great struggle against illiteracy and crime." Yet in the same report (1901) the Superintendent of Public Instruction declares that "the rugged character of many sections of the state and the bad roads in nearly all of the counties render such a scheme of consolidation impracticable for the present even if our people were convinced of the wisdom of transporting children to school at the public expense." Nevertheless the movement is gaining headway in Vir-

ginia, especially in Rockbridge, Montgomery, Wise, Augusta, and Accomac counties. These counties, too, with the exception of Accomac, are in the most rugged parts of the state.

Of the schoolhouses owned by the public but little need be said. A steady but slow improvement has gone on for some time until now many of the counties have fairly suitable buildings. One-sixth of the schoolhouses of the state are still log structures, however. In some cases the counties have to rent most of the buildings in use. An extreme case is a county which has over one hundred schools but owns fewer than forty schoolhouses. Some of these, which are in use, the writer readily admits are "not fit for human habitation."

As for the teachers, I have already quoted Superintendent Southall as saying that they are "in many instances inadequately prepared." His reasons for this are so good that I will add them also. After showing that in only two states of the Union—North and South Carolina—the salaries of teachers are smaller than in Virginia, he says: "It would thus seem that we are not paying our teachers the salaries they deserve, and it is not to be wondered at that men and women who can get larger salaries in other fields of endeavor leave the schoolroom for occupations that offer them a better living." Again he adds: "It is unreasonable to expect young men and women to go to the expense of equipping themselves for the work of teaching when salaries paid are so inadequate and school terms so short." The average monthly salary for males in Virginia is \$32.09; for female \$26.39. But low as these figures are, they do not apply in reality to colored teachers. Their salaries would average much less. In fact Virginia is retrograding along this line. I know of counties where colored teachers are paid ten and twelve dollars per month. A salary of from twenty to twenty-five dollars is common hereabout, where whites, I am told, receive forty dollars for similar work. I know of a city where the colored teachers' salaries were reduced five dollars and the white teachers' increased that amount, although the whites already received more pay than the colored. The reason given was that it cost the colored teachers less to live than it cost the whites.

But supposing that teachers are willing, as they are, to work for these small salaries, the system of examinations is both discouraging to the ambitious teacher and damaging to the schools. There is a uniform set of examination questions sent out by the State Board of Education, but there is no uniform system of grading the applicants' papers. According to the official report of the

state: "First grade certificates in some counties do not represent any higher attainments or greater fitness to teach than do third-grade-certificates in other jurisdictions." My personal observations in the colored schools lead me to believe that in many cases the teachers have not passed for even a third-grade certificate. They simply could not answer the questions sent out. I have heard recently of a county in which not a colored teacher held a certificate of any kind. Yet they get positions and frequently hold them secure from danger of removal. Such a system drives the more fit teachers away and invites incompetents into the service.

When we note that the average school term, including the city schools, is only 6.1 months we need not be surprised at the meagre results. The rural schools that have longer terms at public expense are quite exceptional, if we omit the tidewater counties of Norfolk, Elizabeth City, Gloucester, and Accomac; Clarke and others in the Valley; and perhaps a few others of the one hundred counties of the state. In some cases white schools run longer than colored schools but this is more often than not due to private contributions on the part of the whites. I feel that the colored people must take hold of their own schools and supplement the public funds or there will be retrogression. They must lengthen the terms and increase the pay of their teachers and then make greater demands upon the schools. The idea of education at public expense has not yet laid vital hold upon the South. The average man does not see that thereby the state is contributing to her own highest good. But that this idea may obtain is the immediate work of the Southern Education Board whose agents are preaching the duty and necessity of increased taxation for better schools. I may as well add, upon the authority of the Southern Education Board, that the much used statement that the South pays more for education on each one hundred dollars' worth of personal and real property than is paid in other sections is not true. There were at least eleven other states paying a great deal more on the one hundred dollars in 1890 than the eleven Southern states, and the same is thought to be true still.

But, given the schools and the teachers as they are, we ought to not expect a great deal, if we consider the supervision and direction they receive. The large cities find it difficult to get and maintain good schools even with good teachers under expert supervision. There is no reason, then, why we should have good rural schools with poorly prepared teachers and almost no super-

vision. The average annual salary of Virginia county superintendents for 1901 was \$384.43. It is needless to say that competent men who can give all their time to the schools cannot be secured at such salaries. What happens is that business and professional men and farmers are given the work of supervision. Their other duties preclude their giving much time to directing the work in the schools, even assuming that they possess peculiar fitness for such work. For the year 1901 the average number of visits made by superintendents to each school was fewer than three. These included the city superintendents. The average amount of time spent in each school at each visit was one hour and forty-nine minutes. As far as the colored schools are concerned these visits often mean only ten or fifteen minute calls once a year. Indeed I have been told within the last few days of instances where superintendents have not visited certain schools at all for five and seven years.

It has been my good fortune to visit a number of the rural schools of Virginia during the present year. My visits have been confined, however, to Elizabeth City, Norfolk, Gloucester, Accomac, and Clarke counties. From these I must draw my conclusions for the state. But since these counties are rather above the average in nearly every particular I do not fear making too dark a picture. Here the schools run from six to eight months, and as, in all these countries save Clarke, the Negro population is large, ranging from about one-third of the inhabitants in Elizabeth City to nearly two-thirds in Norfolk county, there are many children enrolled in the schools. Yet the attendance is far from what it ought to be. Irregular attendance is the bane of Negro schools. But in spite of this fact, nearly all these colored schools in southern Virginia are badly overcrowded. Three and four children usually sit at one desk. Children are crowded under windows so that ventilation becomes impossible. Often the teacher barely finds room to stand. Enrollments of sixty and seventy are common. I knew a teacher who had over a hundred on her books and who frequently had eighty or more in attendance. In some cases children get no schooling because there is not room enough for them at school.

In these counties the schoolhouses are fairly good and are owned by the county, except in Accomac, where the schools are often held wherever most convenient—in halls, lodge rooms, or churches. While most of the counties furnish desks and blackboards, apparatus, such as maps and globes, must often be supplied by the teachers themselves. In comparatively few

cases did I see any efforts toward making the grounds and exterior of the buildings attractive or toward using the grounds for such practical ends as school gardening. In fact, the approaches to most of these schools varied from untidy to positively filthy. Ash heaps often adorned the front yards, and torn bits of paper feathered the ground, while at barely respectful distances leaned ugly outhouses in unscreened and shameful impudence. Their insides were too often unspeakable. Within the schools themselves there was little that was inviting—almost nothing to suggest that this was a place to live in. The buildings are too cold for plants and flowers, for fires cannot be kept over night. Pictures and other decorations mean money out of the teachers' and children's already too slender purses, though it means far less than they usually think. And even if they had to make sacrifices for a few bits of beauty the returns would amply justify the outlay. Certainly there is no sufficient excuse for the dirty floors and windows I saw so frequently. Some teachers despaired of being able to keep clean rooms. I once found a case so bad that I spent the noon hour, broom in hand, helping a young teacher to clean the room; and I stayed throughout the afternoon to show that it was possible to keep it clean. This unfortunately was not the only case where such service was needed. But there are few teachers beyond redemption. Here is a letter from one whose school I visited in November :—

“ I wrote off and got Perry pictures and decorated my room. We also planted seed all around the room in boxes as our land was too low and too wet to have a little garden outside. My children enjoyed the indoor garden, as we called it. I would make regular lessons from the planting and growth of the seeds. The children wrote good papers from the lessons and from the Perry pictures. I found it to be excellent busy work for them.”

I could mention several other cases where a suggestion was enough to cause a great reform.

But the rural school gives its time largely to books; let us see therefore, to what extent it is succeeding in its chosen domain. Arithmetic, for instance, consumes more of the time of the rural school, perhaps, than any other subject. Yet it is rarely taught so as to produce accuracy and rapidity in dealing with figures, or to produce habits of precision or logical thinking, though these are the ends for which teachers should aim. The time is too often spent in memorizing rules or meaningless combinations of figures without any definite idea of the quantities under consideration or any notion of the relation between the book problems and actual life. For instance, I recall a class in denomi-

nate numbers who could not, even with the aid of the arithmetic, find out the gain if they bought a gallon of milk for twenty cents and sold it at three cents a pint. Fractions and the simple applications of percentage are usually found to be unsolved mysteries. There is no progress through tangible objects to abstract ideas. There is no imaging, no connecting the work with life processes. It is not educative work; no power is developed. The whole thing is a memory process, and when the pupil forgets his rule he has no power of initiative to work himself out of the situation.

What is true in the teaching of arithmetic holds also in the teaching of other subjects. Geography, for instance, is the great subject of information in these schools—yet the average pupil really learns but little of the world. Almost nothing is done in nature work or in the study of natural conditions about the child—home geography. The teacher is dependent upon the meagre information given by the book, and it rarely happens that her education, culture, and power of initiative enable her to supplement the bare statements of the geography. In the teaching of English similar practices prevail. Here too are given words without ideas. Even now the alphabet method alone is mainly used in teaching young children to read. The process is so difficult that more attention is centered upon the getting of the word than upon the idea for which it stands. Besides, the book is slavishly followed from the very beginning instead of using some familiar experience of the child for those early lessons. The result is poor reading because the matter is more often than not uninteresting and unfamiliar. The child is given no chance to express himself regarding the many things he knows well, but, on the contrary, is forced to express something unknown to him. From such a beginning he wades on deeper and deeper until he is overcome by the very element that should have borne him to ever wider and richer experiences. He never really learns to grasp the idea back of the printed page. This failure fairly closes the door of advance along all lines of study. His best source of amusement and instruction remains undeveloped when he fails to learn to read intelligently and easily. It should be said, however, that even for those by whom reading is acquired there is little in the schools to develop a love for reading. The school board provides nothing in the way of supplementary reading, and often the only bit of literature worthy the name available to the pupil is a single reader which may have been read a number of times. I know of instances where the teacher was absolutely

prohibited by her superintendent from using a set of books given her as supplementary reading.

But even good reading will not suffice to counteract the influence of the bad English the average colored child hears from the day of his birth. Vigorous work on the constructive side, and endless drill in good form are imperative. But here our teachers are weakest. Nothing of consequence is usually taught until the pupil is thought mature enough to study formal grammar. Then he is set to learning rules of grammar without any association between those rules and life—and grammar becomes an even greater mystery than fractions and percentage.

Of course no religion as such is taught in the public schools. But I have not found that as much attention is given to the teaching of morals and manners as I think ought to be given. I am aware that here and there are teachers whose lives are forces for great good in both these directions. But I believe that they and the others could render great service by emphasizing more fully the moral character of the great personages studied and by teaching regular lessons in morals and manners. Great skill will be required to enlist the interest of the children in such matters but it can and ought to be done. Good books have been written on these subjects which the teacher can easily obtain. We do not have enough of good, sound wholesome teaching along these lines. This defect to my mind is vital. I believe that there is nothing short of the grace of God that will do so much to ameliorate the relations between the whites and blacks to-day as good manners on the part of both.

Physiology is required in the schools of the state, but is no better taught than the other subjects. The immediate applications possible and indeed necessary to make the study at all effective are too often not made because the teachers do not know how, and the schoolrooms themselves often contradict all the laws of health learned. I remember a school which prides itself on its classes in physiology, yet I saw a red-hot stove in the school every day I visited it in the month of May. Of art instruction, of course there is none, nor is any required. And the teaching of music, except in special cases, is very meagre. Too little is made of singing even rote songs.

There are, to my mind at least, two causes for this ineffective work on the part of the teacher—first, lack of sufficient education, and second, ignorance of methods of organization and teaching. High schools are the great sources for teachers of the primary schools in the North and West. Such schools of real merit rare-

ly obtain for colored people in the South. In Virginia, Hampton and the State Normal School at Petersburg have perhaps contributed more teachers than any other schools. But all of their graduates since the beginning would hardly more than man the schools of Virginia had all of them remained here. A great host of their undergraduates and many others even less well prepared fill the schools as teachers. They do not know the subject matter, and have had no training in methods, and not having thoroughly acquired the habit of study, they are unable to improve themselves. In the case of many of the graduates even, there is a woeeful lack of any plan of organization or method of procedure. One rarely finds a program definitely arranged and followed from day to day. The cases are rare where a rural teacher has any idea of the ground she expects to cover with a given class. For this they are perhaps not altogether to blame, for but few superintendents have ever outlined a course of study for their schools. I know of but few counties that have such a course laid down. Immature and inexperienced boys and girls are turned loose in the schools as teachers to work according to their own sweet will without suggestion or supervision.

Such, then, are our public schools, at least in the rural districts. Surely the defects are many and obvious. There is but little in them to affect the home or the later life of the pupil; as a rule they make no effort at training for economic efficiency. We have just seen that they contribute but little to culture. This little, however, has been admirably used, when all things are considered, and there is no reason now for despair. Besides, movements making for improvement are already on foot. Gardening and manual training, for instance, have gained materially in favor and extent in this part of the state in the past few years. This is due, in part at least, to Hampton's course in agriculture and its Nature-Study Bureau, and to the Southern Industrial Classes with headquarters in Norfolk. Besides the Whittier School Garden—the largest in the United States—there are three school gardens in this country. The following is an account of the most practical if not the most scientific garden I have found on my rounds:—

“Our garden is yet in operation and is looking beautiful and green. We gathered about one and one-half bushels of peas, a few cabbages, a bushel of radishes, over a barrel of white potatoes, two bushels of snaps, and a quantity of beautiful flowers.”

But how about their books, someone wants to ask. To my question on that point came this reply: “It (the gardening) has

made the children more studious, broadened their minds, and given them many useful words for their vocabulary." This is not only a good answer to the question in hand, but also an excellent reason for the pursuit of any school activity. This teacher added that the parents of his children had learned to appreciate his efforts. The children in this school also have cooking and sewing and work in wood. Two of them will probably enter Hampton Institute in the fall. Here then is a school very much alive, it seems to me. It is doing good work in book instruction and giving excellent training in the vital affairs of the community. And yet there is nothing done there that any school might not do in a measure. It succeeds because it touches life at many points. And there are other good schools of course where other methods are employed, but they are exceptional.

Formal work in manual training, sewing, cooking, and wood-work, is carried on by the Southern Industrial Classes in the public schools of Norfolk, Portsmouth, Newport News, Hampton, and the rural schools in their neighborhood. Specially trained teachers are sent to these schools from the central bureau in Norfolk, and in addition, this Bureau supplies material for sewing classes to such schools as its teachers cannot reach. The work of these classes can but be regarded as of prime importance. The training of boys at wood-work in habits of definiteness and accuracy and self-reliance is invaluable, and the domestic-science training for the girls is both highly practical and educative. Wherever it can be introduced into the rural districts, where the art of living well is but poorly developed, it means well-kept homes, better prepared food, more artistically made clothes, and greater economy in the general administration of the homes which the old schools affected but indirectly. If is the carrying of beauty and utility into lives often homely and ineffective.

The greater effectiveness of the colored schools of the future depends upon the broadening of their work to include such subjects as have just been mentioned and any others that will bring them more closely into vital touch with the life about them. To have such schools means a rapid multiplication of those teachers who regard the school not merely as a place to prepare for life but as representing in miniature the life of the community, which it is the school's business to enlarge and make significant for the child. This means that teachers must be better prepared than the average rural teacher of to-day. Their education must be more liberal; they must be better ac-

quainted with methods of organization and teaching; and they must possess greater skill along manual training and industrial lines. They must also have longer terms and better pay and lack none of that enthusiasm and earnest purpose that have made the Negro teacher so effective in the past. And the parents must be thoroughly aroused to the increased demands this new day is making upon them and their children. All this is necessary if the rural school is to fulfil its mission of preparing fully its boys and girls for intelligent and effective manhood and womanhood.

The Summer-School Idea

W. B. EVANS, Conductor of the Hampton Summer Institute

In addressing myself to the subject, "The Summer-School Idea," it is but natural that it should be a tracing of the development of the Hampton Summer Institute, because that is the oldest as well as the largest summer school for colored teachers, and because five years of active experience, both as teacher and conductor, in contributing to its growth and policy, enable me to speak out of more intimate knowledge than would be possible from a general discussion of the subject through the information contained in catalogues of similar institutions. Do not understand me, however, as saying that the plans of such similar institutions as the summer schools of Columbia College, the University of Chicago, Martha's Vineyard, and others have not been carefully examined and the best things feasible of accomplishment by our teachers adopted. We have, however, been guided in the main by our own experience and the testimony of our student-teachers in the adoption of our present policy.

The most apparent contribution of the summer school to the cause of education is the opportunity which it affords for professional and social contact and exchange of ideas regarding the difficulties which have been encountered in the schoolroom. The country teacher has contributed much to strengthen the city teacher, especially in self-reliance. She has contributed by example the courage which accomplishes real, tangible results in the face of the most perplexing difficulties with scarcely any

equipment save that to be had from the little world about her. The city teacher in turn has contributed a reciprocal amount of useful material by directing attention to new methods and appliances which offer to her rural sister valuable suggestions for a further laying hold of the things about her and converting them into additional adjuncts of instruction for her school. In formulating a course of instruction for such teachers, the necessity of selecting such subjects and adopting such methods of presentation as shall have the most applicable value to the great mass of teachers is manifestly apparent. Should all the *ologies* usually found in the curricula of normal schools be included? Should we lecture to our student teachers on special subjects? Should we spend the time in talking about, or demonstrating methods of subject presentation? Should we have the student-teacher do the real work and, when sure of his knowledge of the facts of the subject, have him develop the most effective method of presenting it to his children? These are the questions which confronted us when we had carefully examined into the preparation which the average teacher who came to us had received before or subsequent to entering upon the profession of teaching. The adoption of class-room work with general meetings at stated times for a discussion of the larger and more general problems of education, resulted from a careful examination of the conditions to be met, the special needs of those who were to meet these conditions, the testimony of the student-teachers themselves, and our own judgment of what was best to do. That this plan, growing wider year by year, is successfully meeting the requirements of the great mass of our teachers, is evidenced by an increasing attendance, and a more enthusiastic devotion to work on the part of those who year after year register with us. It is the unanimous testimony of the instructors that the zeal and lively interest of the teachers, many of whom begin the day with a class at 6.30 a. m., has been contagious, that fatigue and sensibility to oppressive weather all but vanish in the genial glow of their earnestness and enthusiasm.

In selecting and arranging the subjects to be offered the choice was made of those subjects which would have the most vital relation to the community life of the great mass of our teachers. In any community, school is hardly school without what we term the three R's forming a part of the curriculum; we therefore always include in our course of instruction work in arithmetic, English composition and grammar, geography, and history. Early in the experience of the school it was found that "the what to teach" in these subjects and the sources from which to draw ma-

terial for its rational presentation demanded at our hands certainly as much if not more attention than the "how to do it." In arithmetic, our students were at first more interested in the practice of the counting house, its percentages and exchanges, its equation of payments, its Vermont rule and six per cent. method than they were with those vital problems involving measurements of land, of lumber, and the commodities with which sooner or later they would be brought into intimate contact through the absolute necessities of life. We have been able to change this so that now text-books with their countless rules, always printed in italics, and learned only to be forgotten, while not entirely done away with, are used rather to strengthen and re-enforce with the symbols the facts of number already developed through a dealing with living, tangible things. By drawing upon the agricultural, the cooking, the dressmaking, and the manual training departments for material with which to develop true concepts of practical number work an interest has been developed not only for arithmetic itself but for the work to which it is applied. A complete transforming of opinions, which heretofore had regarded all objects of manual activity as being merely common-place and unworthy of serious consideration, has been observed. Skilled work has been raised in dignity and has offered, in addition to its practical value, material for the most comprehensive development of the mental faculties.

While the training which we give in the subject of geography includes a knowledge of places, their position respecting one another, and their natural resources, in fact all the essential elements found in the average text-book on the subject, our plan has been to unfold to the teacher the little world round about his community—how the hills were made, how they were washed away and the valleys formed, how the soil came to be, and why the town was located at some particular place. Taught to bound his state, he is also taught to know the people who live there, what they do for a livelihood and the appliances which they use in making this livelihood from the natural sources. He can then turn to his text-book and better understand what is written there. Maps are made before being drawn. Land and water forms are seen before being described. Children taught by teachers so trained will know more in their short school life of the absolute and comparative, the physical and commercial development of the world than they could know though years and years of study from the printed page alone.

The course in history has been limited to the story of the American nation. Teachers have been led to view the subject not by pages but by the great movements in human society on this continent, the cause for these and the effect which they have produced. Inasmuch as nearly if not all of the text-books of history used in our schools are silent as to the part which the Negro has played in the civil and military and industrial development of the country and the nation, emphasis has been placed upon all the authentic places where we have touched the nation's life, and while this is to be handed down to our children in a "word of mouth" manner, from its somewhat traditional teaching may spring the demand for a written record of it all. This history is supplemented by a course in civics which aims to give a proper notion of the nation's government and the duties as well as privileges of her citizens. It frequently happens in the acquirement of knowledge, theoretical as well as practical, that the cultivation of the moral manly virtues are sadly neglected. With children these are best taught by the power of example, which, however, are often drawn from such remote sources as to have but little effect even though the ideal be high. In adding the subject of Negro Ideals to our curriculum, the importance of pointing children to high ideals of character, behavior, home life, and business integrity is emphasized through the examples of the men and women who stand for the highest and best in their particular community, in the nation, and in the world. Psychology, heretofore shrouded in mystery even to the spelling of the very name, is not taught by lectures or abstract readings, but by applying to the experiences and observations of the teachers the simpler psychologic truths, and from these developing a knowledge of its principles which will lead to a practical understanding and application of its facts.

In the development of the mother tongue, it has been the custom, as far as the education of our children is concerned, to draw our material from the classics of English composition recognized as standards by English-speaking students and teachers. Bold as the assertion may seem to many of you, the presentation of such material *to the exclusion* of the great mass of matter which may be drawn from the personal activities of the individual and of the community, is certain to stifle respect for toil and toilers. It is certain to undignify the plainer pursuits round about us, and to foster and support a social system which will turn aside those best equipped to engage in them. To give reading lessons and demand English compositions which deal, in large measure,

with the achievements of glory and of wealth or of flat, lifeless moralizings on abstract principles which can be appreciated only by the most discerning minds will tend to make the child grow up to ignore and in many instances despise the common worker and his work as well. In planning our course in English composition we have (while not entirely neglecting work from the classics) drawn upon the manual activities of the students for the larger part of our material, teaching the forms and laws of construction as incidental to the main purpose of presenting truth. This power-giving English plan which makes the child really see and feel poems in plant and brook, in fields of waving grain, in the broad foreheads of well-kept stock and in the bright faces of playmates—as well as in their simple personal activities—makes a foundation for the absorption into the whole being of the individual of the greatest appreciation of English classics. We believe that it can be accomplished in no better way. Our results are fixing our faith deeper and stronger.

Our work in drawing, while it presents the best that is being done in the common schools of the country, also seeks to so simplify the work that material accessible in any community may be used to develop true concepts of form and skill in representation as will materially aid in the academic work of the school.

To think of a school at Hampton without hand work would be unnatural. That the teacher may carry back to his community a knowledge of handcraft as well as skill to perform it and to draw upon its rich materials for mental work in the essentials of the common schools, we have incorporated much practical as well as educative work of this character. Manual training, including work in paper, clay, cardboard, wood, and corn shucks, such as can be accomplished at small expense in elementary schools, is offered. Technical cooking is given having for its main purpose the training of teachers, that they with a limited equipment may use the same in their schools. Demonstration of lessons rich in material for mental as well as manual development are given with a portable outfit costing less than \$20. A class in home cooking devoted entirely to practical work meets each morning at 6.30 a. m., prepares and serves its own breakfast and demonstrates how to use and make most palatable and nutritious those articles of food known in household economy as "left-overs." Knowledge of such work will enable teachers to exercise an increased influence in developing economic standards in the home of their communities. Sewing, which includes

exercises in all the various stitches, darning, button-hole working, etc—such as can be readily taught to children in the third year of school life, together with the best method of presenting the same to children, is given. This work leads to dressmaking which trains student-teachers to draft, by an approved system, complete gowns, first in paper, to be duplicated later in cloth. While the direct benefit is had by the student-teacher, it cannot fail eventually to be felt by the school and the community. A course in basket making is offered to teachers who have introduced or who can introduce the work into their schools. The work in upholstering is a most important branch of the manual activities of the school. While no attempt is made to teach the trade, the deftness of hand acquired in the sewing and manual training departments, makes it possible at once to do much useful work. Such materials as boxes, barrels, cheap frames to be had for the mere asking or at very small cost, are converted into cosy seats, couches, chairs, and other articles of use and beauty for the home. Such knowledge and skill carried into any community by the true teacher must greatly improve the conditions surrounding home life, create a more lively interest in the school, and materially elevate the moral and economic tone of the home and the community.

Firm in the knowledge that the highest efficiency and genuine culture are to be had only through a comprehensive and sympathetic knowledge of the things about us and which are and always will be closely related to the life of the individual, we have insisted this year upon the student-teacher taking either agriculture or nature study. Work in nature study, though technical enough in character to develop the highest mental power, brings through an intimate knowledge of the plants and animals of a section an increased interest in this great wide, beautiful, wonderful world." The interest thus aroused in child life through observation affords material for the development of the mother tongue and, in the most effective way, lays the foundations for the highest informational and aesthetic culture. The great, undeveloped, (because in some degree neglected) masses of our people can only be reached by an army of self-sacrificing, intelligent teachers who have been trained to a discriminating knowledge of *what* is best to teach in a community as well as *how* to do it. The masses of the children whom we teach will never know any other teacher than the one whom they meet for the few months of the very few years of their school life. Nearly all must earn a living from the soil either by working it for others

or by tilling it for themselves. Is it not better, then, that we should teach them to read and write and cipher through nature study, through agriculture, through personal activities, rather than try to drive into their heads only the flat moralizings found in the average text-book? Out of our experiences with the teachers who are to do this great and increasingly greater work, their testimony as to what is best to be done, and our own observation of the needs, we can see the solution of the educational problem affecting our people in no other way—we are putting it into effect as we see it. The Negro teacher, and through him the Negro child, who can see the useful and profitable as well as the beautiful in nature will soon develop an interest in agriculture which will lead to a genuine love for the farm and its employments and out of which will come ownership of land and true independence. Taxes to be paid for added improvements and conveniences in the shape of better schools and roads will make him use and not abuse a ballot which is sure to be placed in his hands. Nature study and its resultant science (agriculture) are therefore not taught as things apart from academic work but are made vehicles for stronger work in English, arithmetic, geography, and other mental activities of the common school. To quote from Dr. Frissell's address of welcome, we offer "not an education of agriculture alone but a liberal training *through* agriculture."

To emphasize the possibility of the successful accomplishment in the schoolroom, with children, of the subject matter given to the student-teacher, as well as to provide a way of demonstrating what is best in method of presentation, two model schools and a kindergarten are in session during the entire time. Lessons given in the presence of student-teachers and in some cases by them are the strongest proofs that what is suggested is possible of successful accomplishment by them in their own schoolrooms with their own children.

This in brief is "The Summer-School Idea" as it obtains at Hampton—an idea which has for its main purpose the reaching, through teachers of their own race, of the Negro children of the nation and the putting, through them, into the homes of the community those elements of morality, efficiency, and frugality which will make the race to grow great amidst the nation. It seeks to develop the highest character and spirit of personal sacrifice on the part of its teachers; it aims to dignify commonplace toil and the commonplace toiler by opening to view the hidden wealth of culture in the plainer pursuits of life; it stands for the most advanced cultivation of the mental as well as manual pow-

ers of the individual; it holds to all educational ideals which make for purer life in home and in nation; it marches proudly (as does the mother institution) toward the ideals of its beloved founder, seeking to send, "not scholars, but men and women into the world."

1. The School in its Relation to the Home

2. The Philanthropic Efforts of Colored Women

MISS E. B. KRUSE, Principal of the Howard School, Wilmington, Delaware

Since the last meeting of the Negro Conference here in 1902, it has been our pleasant duty to send out letters of inquiry to the women of our race in different and widely scattered localities. While the replies to these letters have not been as many as we could have desired, still enough have been received to assure us that our women are not idle. We feel that they are using every opportunity to do the work that seems so peculiarly their own. The care of the home; the education and the training of their children; their work in the churches and among those less fortunate than themselves are some of the phases of women's work. The W. C. T. U., the Christian Endeavor societies and Epworth Leagues, the Kings' Daughters and Daughters of the King are all organizations in which our women are doing excellent work.

The average colored woman who has been so fortunate as to find a husband who exerts himself to the utmost to provide a comfortable home is the woman who by sewing, teaching, or washing will endeavor to earn as much as her husband that they may be able to put away something for a rainy day.

It is not so much where the women of our masses are, but the direction in which they are going. They are leading the way out of the ruts.

I. THE SCHOOL IN ITS RELATION TO THE HOME

The following letter has been received from a rural school in Virginia:—

"We introduced sewing into our schools three years ago. We began with one dollar which was donated by Miss Carrie V. Dyer of Hartshorn Memorial College, Richmond, Va. Since then, Misses S. E. Breed and Taylor of the Southern Industrial Classes have interested themselves in us, and Mrs. Laura Titus,

one of their teachers, judging by our report of last year and our exhibition in the spring, told us that our children had done excellent work. We sew three quarters of an hour once a week. Our boys sew as well as the girls. At times we call a boy from play and have him sew a patch where one is needed.

"We have started a new feature. Early in the spring, we began work on a garden. The boys put a fence of poles around the plot, after getting the ground in order. I must say here that the ground had not been cultivated before; therefore, you can readily see they did not have an easy task. We planted potatoes, sweet-peas, corn, and cotton. We hope to raise enough cotton to pad a quilt next term in our sewing department. We also hope to raise one bushel of corn for which we expect forty cents. With that amount we will purchase a few dozen slate pencils and several five-cent slates to supply the children who are so unfortunate as to break or lose the one supplied by their parents,"

The following is the report from Mt. Meigs Institute, Waugh, Alabama :

"The women of our community have banded themselves together for the purpose of raising the standard of living in the home. The organization known as the "Woman's Club" meets twice monthly. All subjects touching woman's work in and out of the home are freely discussed. The women enter into these discussions with an earnestness that is very gratifying. A spirit of wanting to learn what is right is shown by their regular attendance at the meetings. We who are interested in the advancement of the entire community have noted with much satisfaction the improvement along many lines as the years pass by. We realize that to change an individual from set habits is a very slow matter. We are pleased to accord the women of this community such approbation as the following expressed by their white friends: 'I have seen a great improvement among the Negro women of this community. Where they once stood around store doors or any public place with loud, boisterous manners, they are now seen no more

"The one-room cabin is giving place to two and three rooms for family use. Many have more rooms. There is also a desire to buy where land is salable. The interior of the houses is better kept. Some years ago, many made their beds and cleaned their rooms once weekly. Sunday was always the cleaning day. The excuse was that they had to work in the fields and did not have time for housework. The kitchen was always the most untidy room. The improvement in housework is very encouraging.

More attention is given to front and back yards. Self-respect in members of a household is gaining rapidly. As we look over our field of labor we are very much encouraged at the outlook. Time and patience will accomplish the desired end. The influence of our school work is a power for good. The people usually term the schoolhouse 'The Light'. A life that is spent in the service of helping others less fortunate than ourselves is the only life worth living."

An inspiring report comes from Calhoun, Alabama : —

"A club has been formed among our women for the improvement of themselves and of their homes. The club meets once a week for the study and discussion of problems in home life. There is also a free kindergarten, the only one for colored children in the state. The young women's association, known as The Kings' Daughters, makes clothes and home comforts for the poor old men and women of the community. The young women see that that the old people are kept warm and comfortable throughout the winter. The boys also have a society to help the older people in various ways. Women living out in the country districts away from town stores are forced to buy their provisions and dry-goods from small country stores, whose prices are extortionate and almost prohibitive. The Woman's Club is helping these farmers' wives and small buyers to save their money so that they may be able, by putting their savings together, to send away for provisions and drygoods and obtain them at wholesale prices. Thus they save the money which otherwise would go to swell the coffers of the small dealers. This is managed on the co-operative plan and has proved quite successful.

"In districts where the food has heretofore been principally corn and salt pork, a movement has been started to induce the people to raise small truck gardens that there might be variety in their diet. This has not always been easy. Most of the small farmers who rent their land feel that they need every available inch for the raising of the one cotton crop, and every available moment in which to work in the field, and that to use the soil for any other purpose is a waste of labor and time. However, by dint of care, the movement has been successful. More truck gardens are seen each year with a corresponding improvement in the health of the small farmers. In connection with this is the movement to urge all housekeepers to have flower-gardens about their homes. This work is begun in the kindergarten, each child having from the beginning his own little flower garden and a vegetable garden for his own care and attention."

Your committee made an effort to find out from statistics what the young women of the race are doing after they leave the institutions of learning from which they graduate. Tuskegee is compiling such statistics, but they were not ready in time for this report. Hampton has kept a record of the occupations of its women graduates and the following is a statement for 306 of 877 of Hampton's living women graduates.

NEGRO WOMEN GRADUATES (1868-1902)	Detail of Occupations	Number	Per cent.
<i>Total definitely reporting</i>		306	100
TEACHING: (In Public Schools).....	141	161	53
Principals.....	11		
Domestic Science.....	8		
Gymnastics.....	1		
MISCELLANEOUS.....		26	9
Dressmakers.....	4		
Trained nurses.....	4		
Students.....	4		
Domestic servants	9		
At home.....	5		
Unclassified.....	3		
MARRIED AND AT HOME.....		116	38
MARRIED AND TEACHING.....		[66]	[21]
(counted above)			

Over 85 per cent. of Hampton's graduates teach at some time during their lives. After teaching for a few years, some of them, finding their remuneration insufficient to supply the needs of a growing family, take up another occupation or supplement their teaching by other work. This accounts for the comparatively small percentage actually teaching at the present time.

Estimated record of about 2,225 Hampton women ex-students based on the actual study of 200.

Teaching.....	37 per cent.
Miscellaneous.....	37 "
Married and at home.....	26 "
Married and teaching....	[14] "

2. THE PHILANTHROPIC EFFORTS OF COLORED WOMEN

"For obvious reasons," writes Mrs. Booker T. Washington, "the philanthropic work of our women has been in clubs. In Rome, Macon, Augusta, and Atlanta, Georgia; in New Or-

leans, La., and in Montgomery, Ala. are day nurseries or kindergartens supported most creditably by our women's organizations. The club women of Alabama are making a concerted movement to purchase land and erect a reformatory for colored youth. Several clubs are supporting students in boarding schools. There are numerous clubs giving support towards orphans' homes, and homes for the friendless and the aged. The funds are contributed, but if they fail to make comfortable the places of charity, it has not been from lack of charitable intent on the part of the organizations. One of the very hopeful signs of the times is the tendency of our women to save money. Women of slender resources have bank books. Many are adding to them sums from weekly savings earned at the washtub and in the cotton-fields. In all the avenues of life there is a steady gain in this direction. Owning homes is the ultimate aim of those saving their earnings. In an area of ten square miles covered by five hundred houses, eighty are owned by women and are usually in better condition than those owned wholly by men."

WORK AMONG THE NEGRO POOR

The following report is made by Miss Campbell of Philadelphia :—

" The Starr Centre of this city is situated in a neighborhood which is generally conceded to be one of the worst sections of the city. The Centre has been a wonderful factor for good in the midst of evil. It has stood for decent homes, clean lives, and thrift. Its aim has been not to pauperize, but to help to honest self-support. By its co-operative measures, its frequent visitations in the homes, its pleasant meetings to instruct and, encourage, held at periodic intervals, it has worked well in its efforts to cleanse the Augean stables, but unfortunately much very much remains yet to be done in the progress of purification in this locality.

" The manager of the Starr Centre, Miss Susan P. Wharton, has been for years one of the most energetic philanthropic workers of the city. Her chief aim is the uplifting of the Negro in the neighborhood and elsewhere. Six months ago Miss Wharton introduced Miss Jones and myself to the work. We were assigned a particular phase of the enterprise. It was to visit for a few hours each day, homes of the most wretched of the neighborhood and by tact and friendly sympathy to extend a helping hand, wherever it was most needed. We have had our failures and successes. It is worthy of note, however, that these people, in

spite of their dirt and squalor, have received us with courtesy and interest. Everywhere we were greeted with remarks like these: 'We are glad you are come to work for us,' 'We feel that them of our own race will do the right thing by us.' It was most surprising. We had expected a different reception. It is needless to say that we treated them with equal courtesy. But I would not have you think that we have met only the bad. We have found characters in our slums, poor in this world's goods indeed, but endowed with fine moral qualities. Miss Jones found what have since been given her as a special charge—children growing up with ill-formed limbs that the deft manipulation of a skilful surgeon could change, or with diseased bodies resulting from ignorance and neglect, that by the proper adjustment of braces or other appliances could in time be made well.

"My work has brought me one great and constant source of anxiety. There is one condition of Negro life in the slums that cries loudly for help, and its cries will not be hushed until some remedy is given. I refer to the lack of homes for our neglected Negro boys and girls in Philadelphia. If this want is supplied in other cities, I do not know of it. The only available homes for destitute Negro children in Philadelphia, are the House of Refuge and the Catholic Protectorate. Other religious denominations have beautiful homes but they are bolted and barred against the Negro child. The House of Refuge and the Catholic Protectorate are crowded with a mixed class of children who have offended against the laws and have been sent to these homes. The herding of the innocent with the guilty is most pernicious. We are morally responsible for our young. We stand in need to-day of an institution officered by intelligent Negro caretakers where we can throw around our destitute little ones the safeguard of virtue."

Mrs. Laura Titus of Norfolk reports as follows:—

"The mothers' meetings held during the winter were most interesting. The members learned to cane chairs, make baskets and hats, and whatever else suggested itself. Many of the articles were sold; some were given to friends, and orders for work have been received by members. An hour was usually planned for, but as the interest increased the time passed unnoticed. The homes used for these meetings were warm and cheery, and the members were always welcome. The success of the meetings is due very largely to their untiring interest.

Number of meetings.....	81	Number of sick visited	12
Number of members.....	65	Sick fee paid for one child	\$1.50
Number of homes used....	4	Cloth'g sent to two sick families	
Number of visits paid....	28	Meals sent to eight sick families	
Five sick children served with meals			

The Catlin Emergency Case, consisting of sheets, pillow slips, night dresses and shirts, rubber sheets, towels, etc., has been frequently called for, for the use of sick persons. They have always been returned after use in good order. It would be an excellent idea for those interested in the sick who wish to do missionary work to have a few entertainments and buy such articles as are needed for a small outfit. It could be added to as the cases grew. Doctors and nurses are always having cases where such things are needed."

The Mothers' Club of Richmond makes the following report:—

"The homes of the destitute have been visited, especially in suburban districts; baskets laden with groceries have been taken to those who were in abject poverty. The visitors have read the Bible to and prayed with those who most needed such ministrations. In many cases their prayers have been answered and those for whom they prayed are now living consistent Christian lives. The Ministers' Conference has endorsed the work of this club, and in answer to requests from the women the members have preached special sermons to parents and children. During the summer, house to house visits are being made, the women going in twos, thus hoping to do still more for the poor and godless than they have done."

In Wilmington, Delaware, we colored women are supporting a Home for Aged and Infirm Colored Persons. It has been in existence about six years. We have at present twenty old people who are about as comfortable as it is possible for people to be. There are twenty-three rooms in the house. They are heated by steam so that every nook and corner is thoroughly warm. Steam heat, however, being a thing to which the old folks are unaccustomed, and not being able to see the blaze of the fire, they often imagine they are chilly when the thermometer registers 80 in midwinter.

Our running expenses average one hundred dollars a month. We raised for the year 1902, \$1,776.62 and expended \$1,516.61. There is a mortgage of about \$3,000 against the property but we are paying off principal and interest in regular half-yearly payments.

While we appreciate the fact that much is being done by our women, we would like to suggest that clubs be established in every city, town, and hamlet in the country for the training of girls in domestic science. Many girls marry and know absolutely nothing about how a bed should be made, how a room should be swept and dusted, how a meal should be cooked and served, how laundry work should be done, how a patch should be sewed on, or a pair of stockings darned. If our girls can have but one course, a training in domestic science or a training in higher mathematics or Latin, let it be the training in domestic science by all means.

Says Miss Catharine E. Beecher in an excellent little treatise on domestic economy published as far back as 1841:—

“In the early years of female life, reading, writing, needle work, drawing, and music should alternate with domestic pursuits,” and we feel assured that as old as the advice is, it, like wine, has improved with age, and that when all girls are well trained in domestic economy, the mission of women’s clubs will be fulfilled.

A Movement for the General Improvement of a Georgia Community

JUDIA C. JACKSON

More than three years ago in a suburban section of Athens, Ga., a meeting was held for giving the farmers a practical talk. It was suggested that they organize into an association. This met with approval, and an organization known as the Mutual Benefit Association was formed. The object of this organization was the buying of land, the building and improvement of homes, and the construction of a model community school. The members were renters of land from white men who had exacted what is known as standing rent; that is, rent must be paid in a certain number of pounds of cotton or its equivalent in money. If for any cause there occurred a failure in his crop, no exception was made, but the farmer was expected to pay the full amount of rent or to take his family and work it out the next year.

At cotton-selling time in the fall of 1900 more than a hundred dollars was placed in the treasury. It may be added that the

number of active members had been reduced to ten because certain ones did not have sufficient funds to put in. It happened about this time that a very desirable tract of land was offered for sale for debt. This tract contained forty acres of frontage along the public highway; and had a house which though antiquated was serviceable. The titles were investigated and by the middle of December the transaction was closed. The amount charged for the place was \$350. The bond for title was secured for \$100 and the other amounts were to be made in three payments with legal interest. Three years were given in which to pay this money, but these energetic farmers succeeded in paying the entire debt in two years. For the second payment, December, 1901, \$112.50 was raised and last of all \$167 with which the deed was taken up. In addition to this last amount, enough money was raised to take up, the following January, another place which adjoined the one previously purchased. The year after, it was agreed by the society to let one of the members rent the place. Four hundred pounds of the best lint cotton were considered sufficient pay for its use since a large part of the land was in poor condition. The renters were interested and anxious to spare no efforts in trying to make this land better than the average land in the community. In the month of October at the regular meeting of the association the four-hundred-pound bale of cotton was ready. The society as a committee of the whole went out to inspect the bale. The men sat upon it, while all experienced the keen satisfaction of ownership. The entire night was spent in thanksgiving over this one bale of cotton. Fervent prayers were offered and many tears shed at this meeting, which will long be remembered. After all, it means something to sit upon a bale of cotton you own yourself. Few Negroes take their own cotton to town to sell. It is usually the white man's cotton on which they sit and which they sell.

There was such a remarkable improvement in this rolling, rocky land during the first year that it brought five hundred and fifty pounds of rent cotton last fall. The fact that these struggling, homeless, country people had done so much in two years made it clear that they could do much more if properly guided. The buying of land is to continue until a sufficient number of acres have been purchased with which to make an equitable distribution. This land is not to be worked in common, for every man is anxious to see what it is possible for him to do with his own share. It does not seem best to make a division of all of the land yet because the new piece which was taken up last year is not

paid for. In a few weeks new clubs of ten will be organized for the purpose of buying land.

These people must sooner or later recognize the home as the foundation of all sound training. It takes precedence over schools and other institutions. Moral and industrial principles must be inculcated in children if useful and intelligent men and women are to be produced, and it is upon these principles that the work in this particular community is based. Although the people are anxious to settle in their new homes, this will not be encouraged until it is felt that they are ready to do so comfortably. Negroes must first be awakened to their personal needs, and then they will set about creating a better environment. Farms can be made of a few acres of land when the soil is studied and the practical principles of agriculture applied. The conditions will then be such that the farmer will have no restrictions placed on what he shall raise throughout the year. A great mistake is made by farmers in planting too much cotton. It is far more sensible to raise such things as are needed for use at home.

In order to emphasize and further this idea of making model homes, the women of the community have been organized into clubs for the purpose of discussing domestic subjects, for sewing, and for doing general housework. They enjoy this and get many valuable ideas to take into their homes. An effort will be made at all times to bring good and capable men and women to these people for the educative value there is in such contact. Aside from the monthly business meetings, "Farmers' Day" is held each year. In connection with these sessions there will be held this year in October a Farmers' Fair where prizes will be offered for the best specimens of farm and garden products. Two of these prizes have already been voluntarily subscribed by friends. This has proved to be a stimulus to the people to do better farm work.

The General Education Board, knowing of the efforts being made by the people in this community, gave \$600 with which to erect a model school. This sum was supplemented by \$100 from the Peabody Fund, making \$700 for the school building. The General Educational Board also subscribed \$600 a year for the maintenance of the school. The county Board of Education will co-operate in this movement by giving \$360 a year, by consolidating the schools in this section, and by giving the teachers of the county an opportunity to attend our normal department two or three months in the year. A very pretty little building has

been erected which will be occupied August 3rd, and the prospects are bright for a large and interesting opening. The people in the entire community are highly elated and look forward to years of prosperity and happiness. In the city of Athens and in other places friends have contributed funds towards furnishing the building. The best white people, too, express themselves as being wholly in sympathy with this movement to better the conditions of this colored community, and they have donated money towards the furnishing. The school and settlement work will go along hand in hand since the whole aim is to get our people upon a higher plane of living. The work done through the teachers' training-school department will be of such a nature as to enable teachers to meet the conditions as they exist in this and in other counties.

It takes a trained mind to perform industrial work skilfully and well, consequently the mind and hand work must be harmonized if we expect to obtain the results of intelligent and skilful labor. Some of the land will be used for children's gardens and some of it for a truck garden which will give employment to the boys and young men of the community who desire to go to school. The other part of the land will be reserved for demonstration work in farming. A night school will be organized for those who cannot attend school during the day. Efforts will be made to get these people interested in dairying and poultry raising, and it is hoped that before long a day nursery will be established so that the children of working mothers may be properly cared for.

An attempt has been made to enlarge the lives of the people in this community and other communities in the South where help and sympathy are truly needed. We have also offered some suggestions as to how these needs are to be met. Now what part are we going to play in this great field of activity? We appeal to our educated Negroes to awake to the needs of our people. This matter of immorality, superstition, ignorance, and poverty in all communities, whether in city or country, must be taken hold of by active, energetic leaders who are willing to put away a little of self for the sake of humanity, and who will intelligently and skilfully help to rescue our ignorant, poverty stricken brothers and sisters.

CHAPTER III—BUSINESS AND LABOR

The Importance of Business to the Negro

W. R. PETTIFORD, President Penny Savings Bank, Birmingham, Alabama

I think it is a perfectly safe proposition to lay down in the outset that no substantial progress can come to any race unless that race is developed in a very large degree along business lines. There are other agencies just as important, perhaps, but certainly this element is indispensable. While my subject is a general one in its terms and might apply to any race, it is my purpose to speak of it as it relates to my own people exclusively.

In any discussion of this subject as it relates to the Negro we are compelled to keep in mind the historical fact that our training during all the years up to forty years ago tended to fit us for almost anything but business. There was training in the simple pursuits of common labor, but the general environment in slavery was such that a good many things combined to degrade the slave; it must always be remembered that there were no influences tending to make him a frugal, industrious, shrewd business man, with integrity of character, a knowledge of men, and a keen respect for his obligations. If there are a few of us who have learned these things and can fairly lay claim to being some sort of business men, we have learned them since the beginning of freedom. This fact, I say, must constantly be borne in mind if one would be fair in the discussion of the subject.

As a race we are learning to save our earnings; and this is an important step toward substantial progress. The few banks among us operated by colored men are doing more than anything else to stimulate this spirit of frugality on the part of the masses of our people. In the little city of Birmingham, Alabama, where I live, we are trying to help ourselves and at the same time demonstrate the possibility of conducting successfully our own business. We are doing this in a modest way, but small beginnings oftentimes grow into large undertakings. We have there a large number of grocery stores, a few drug stores, undertaking establishments, and mutual aid associations doing a tremendous business, and many other business interests, including the bank with which I am connected. A dozen or two colored banking institutions distributed through the most populous centers among the colored people of this country would be a blessing such as rarely

comes to a people. But while the saving of money is a most desirable thing, it is by no means all that should be done. The money should be properly invested in some legitimate way; and it is quite as important as anything else to know just how to invest and how to conduct whatever business your money is invested in. One of the chief causes of failure in business is the fact that the person conducting the business is not familiar with it. He does not understand the intricacies of the business, and the result is failure. In our anxiety to start in business we sometimes make this mistake.

There is another fact which must be considered with this subject: as a general proposition we will find that Negro business is dependent primarily upon the Negro wage-earner; upon the wages which he earns and his patronage. This is true in a very large measure in the South where the larger portion of our people are found and where I believe we have more success in business than elsewhere. And the task of securing and holding fast to the patronage of the colored brother is not a matter of small importance. You must keep your eyes open to this point at all times. You must go further than others in the same kind of business in order to please him, and then he may be lost to you as a customer. But the masses are in need of training along this line, and too much cannot be expected of a people who have been without training in the ordinary things of life. The colored business man must patiently, but firmly, persistently, and without ceasing, continue to go after the trade of his race. He needs it and the race needs him in business, the colored wage-earner must be prevailed upon to spend his earnings so that a portion of the same may be retained by his own people. Any class or race of people who fail to get this idea clearly in their minds and act upon it are past redemption. If the Negro were not susceptible of training in the matter of supporting his own business men, there could be no business conducted by our people and the race would have no permanent growth. In addition to this we would be a burden upon the nation, for where any class of people constitute any considerable portion of the population and have no income from business they are a drawback and a hindrance to the body politic. Thus, it is quite as important to the whole population that we succeed generally in business pursuits as it is to us as a race. The substantial progress of an individual, a race, or a nation is measured by its ability to rise from the position of earning wages to that of profitably directing its own business.

Again, business institutions operated by persons of our race are agencies for good in that they serve as a means of educating the Negro youth in lines of business efforts. Opportunities for such training are closed to them unless they are given a chance in our own business houses to develop themselves. They need experience; they need to learn many things which the youth of other races have to learn before they can hope for any great results; they need to realize the importance of meeting their obligations with fidelity, they need to have upon their shoulders the weight of responsibilities. They need the heavy burdens of industry, of business, to develop character. The institution of slavery brought suffering to both master and slave, but He is blessing both with a complete recovery from its bad effects, and one of the strong appeals to God to relieve both races and their descendants from the bad effects of slavery is for both races to join heartily in a spirit of helpfulness and He will do the rest.

I have intimated that it is to the interest of the white people that the Negro succeed in business. The white man should encourage the Negro in business because it is a legitimate agency of a free man. To admit that the Negro is a free man and to deny him the privilege of the commercial and business world is harmful to both races, and I am exceedingly glad to note that many of the white people in the South are encouraging our people in various lines of business.

If the South does her part in contributing to the nation's greatness, her Negroes must be called on, not only as soldiers and sailors to defend the flag, but there must be given to them opportunities for developing themselves in industry and in business pursuits, and I have no doubt that with a fair opportunity they will come up to the requirements as grandly as when they wore the uniform of their country.

The Problem of Employment for Negro Women

FANNIE BARRIER WILLIAMS

It can be broadly said that colored women know how to work, and have done their full share of the paid and unpaid service rendered to the American people by the Negro race. This is a busy world; the world's work is large, complicated, and in-

creasing. The demand for the competent in all kinds of work is never fully supplied. Woman is constantly receiving a larger share of the work to be done. The field for her skill, her endurance, her finer instincts and faithfulness is ever enlarging; and she has become impatient of limitations, except those imposed by her own physical condition. In this generalization, colored women, of course, are largely excepted. For reasons too well understood here to be repeated, ours is a narrow sphere. While the kinds and grades of occupation open to all women of white complexion are almost beyond enumeration, those open to our women are few in number and mostly menial in quality. The girl who is white and capable is in demand in a thousand places. The capable Negro girl is usually not in demand. This is one of the stubborn facts of to-day. Shall we waste our energy and soul in fretting over it, or shall we bravely say "Well, what I would do, I cannot, so I will do that which I can in the best way I can." Thoreau said that "if people would spend half as much effort in trying to be happy with what they have, as they spend in wishing for what they haven't got, the world would be far happier." It seems to me that this bit of philosophy aptly applies to our case in this matter of employment.

In the face of this condition, then, what can we do? To answer this question there is required large-heartedness and much wisdom. This answer must be worked out, not by our women alone, but by the co-operation of the best minds and best hearts of all the people. In considering the present-day opportunities and lack of opportunities for colored women I shall not consider the teachers nor the few women here and there who are in the professions. We need have no anxiety about the superior woman. She will make her way in the world in spite of restrictions. But it is with the average colored woman that we must reckon. We find her engaged in some one of the following occupations—domestic service, laundering, dressmaking, hair dressing, manicuring, and nursing. Here and there is a type-writer and stenographer, a book-keeper, or a government employee. In Northern communities colored women as a rule are not employed in factories, nor do they form part of the great army of clerks of all kinds and grades.

In the city of Chicago domestic service is the one occupation in which the demand for colored women exceeds the supply. In one employment office during the past year there were 1,500 applications for colored women and only 1,000 of this number

were supplied. Girls of other nationalities do not seem to compete with colored women as domestics. It is probably safe to say that every colored woman who is in any way competent can find good employment. Her wages, for general housework, range from four to seven dollars per week, while a good cook receives from seven to ten dollars. Now what is the condition of this service? The two most important things are that the wages paid are higher than those given for the same grade of intelligence in any other calling, and that colored women can command almost a monopoly of this employment.

It might be safe to presume that since our women are so much in demand for this service they give perfect satisfaction in it. In considering this it is important to bear in mind that there are two kinds of colored women who perform domestic service:—First, there are those who take to the work naturally and whose training and habits make them perfectly satisfied with it; and second, those who have had more or less education and who are ambitious to do something in the line of “polite occupations.” The women of the latter class do not take to domestic service very kindly. They do not enter the service with any pride. They feel compelled to do this work because they can find nothing else to do. They are always sensitive as to how they may be regarded by their associates and friends, and shrink from the term servant as something degrading “per se.” There is a general complaint among housekeepers that the younger and more intelligent colored women are unreliable as domestics. They say that as soon as a young woman has earned enough money to buy a fine dress she leaves her place; that she demands a holiday every time there is a picnic or a funeral and wears herself out in social dissipations of all kinds. These are some of the complaints that may be heard concerning the present generation of young women who “work out.” I am sorry to say that there is a great deal of truth in them. Women who take up any kind of work with a fixed dislike and shame for it, are not apt to win the good will of their employers.

But of course there is another side to this story. It must be remembered that the ordinary mistress of a house is far from being an angel. Although I am a woman and a housekeeper, I must admit that the average housewife is apt to be a petty tyrant, and while she has smiles, graciousness, and gentleness for the parlor, to show all kinds of meanness and harshness in the kitchen. She seldom assumes that there is a higher nature in

her helpers that might sometimes be appealed to. Many mistresses cannot rid themselves of the idea that the woman whom she employs to do housework is inferior and servile by nature, and must receive the treatment accorded to inferiors. The woman who understands this haughtiness of spirit and exaggerated superiority is always resentful and on the defensive. If it were possible to change the disposition and heart of the average American housewife, and so to elevate the service that the cook or housemaid would not be looked down upon because she is a servant and as such not supposed to possess womanly instincts and aspirations, a better grade of helpers would gladly enter this field of employment.

It is of course an easy thing to condemn our young women who have been fairly educated and have had good home training, because they prefer idleness to domestic service, but I am rather inclined to think that we must share in that condemnation. If our girls work for wages in a nice home, rather than in a factory or over a counter, they are ruthlessly scorned by their friends and acquaintances. Our young men, whose own occupations by the way, will not always bear scrutiny, will also give her the cut direct, so that between the scorn of her associates and the petty tyranny of the housewife, the colored girl who enters domestic service is compelled to have more than ordinary strength of character.

But after all is said, I believe that it is largely in the power of the young woman herself to change and elevate the character of domestic service. She certainly cannot improve it by taking into it ignorance, contempt, and inefficiency. There is no reason why a woman of character, graciousness, and skill should not make her work as a domestic as respectable and as highly regarded as the work of the girl behind the department-store counter. For example; if, by special training in domestic service, a girl can cook so well and do everything about a house so deftly and thoroughly that she will be called a real home helper and an invaluable assistant, it is in her power, with her intelligent grasp upon the possibilities of her position, to change the whole current of public opinion in its estimate of domestic service. These young women, as a general thing, belong to families that are too poor to keep them well dressed if they are idle, yet colored girls on the streets of Chicago and other cities are often better dressed than the girls of any other race in like circumstances. There is a strong suspicion prevalent that this fine dressing is at a cost that

demoralizes the social life of the colored people. This is the most serious consequence of our restricted employment. The girl who is barred from the occupation she would like to follow, and has no taste, talent, or desire for what she must do, is apt to become discouraged and indifferent. If she finds that society on all sides is hostile to her ambitions, she will become in turn hostile to society and contemptuous of its ethics and code of morals.

What, then, shall we do for the young colored woman with refined instincts and fair education? She is ambitious to choose and follow the occupation for which she is best fitted by talents and inclination, but she is shut out from most of the employments open to other women, and does not realize that her refinement and training are as much needed and as well paid for in domestic service as in other occupations. We are afraid of the word "servant." In England the terms master and servant are not hateful to the thousands of self-respecting Englishmen who bear them. If we could in some way create a sentiment that the girl who can carry as much intelligence and graciousness of manner into the kitchen will be as much respected and will get married just as soon as her sisters in other occupations, much of the present-day false notions about domestic service would be changed. A young woman of character and intelligence who is competent to do domestic work, can never be a servant in an offensive sense and will not be so regarded. To bring about this change so as to enable our girls to enter upon this occupation without loss of self-respect and without the danger of ostracism by so-called society, is a problem worthy of the best thought and devotion of our men and women.

What is called the servant-girl problem is one of the most vexatious of the many social questions of the hour. The work of housekeeping is neither a trade nor a profession; it is governed by no code of social ethics; it is without discipline or organization and is largely irresponsible and uncertain. It is usually a case of a good mistress and a bad servant or a bad mistress and a good servant. Thousands of housekeepers attempt to manage their help who have never learned to manage themselves. The housekeeper's manner to the butcher, the baker, the milkman, the shoemaker, the dressmaker, and the milliner and to every other person upon whom she is more or less dependent, is often more respectful than it is to the woman upon whom she is dependent every hour of the day for ease and comfort, health and happiness. Many of the leading women of the country have begun to study

this problem for the purpose of elevating the service. The first thing to be done is to bring it strongly to our consciousness that domestic service is not necessarily degrading. In the city of Chicago, schools of domestic science are as eagerly patronized as schools in which book-keeping and typewriting are taught. They are slowly teaching the all-important fact that the thing we call domestic service has in it the elements of high art and much science. It is an occupation that intelligence elevates, that character adorns and ennobles, and that even now brings a higher salary to women than almost any other kind of employment.

When domestic service becomes a profession, as it surely will, by the proper training of those who shall follow it, what will be the condition of colored girls who would participate in its benefits? It is now time to prepare ourselves to answer this question. In my opinion, the training for this new profession should be elevated to the dignity and importance of the training in mathematics and grammar and other academic studies. Our girls must be made to feel that there is no stepping down when they become professional housekeepers. The relative dignity, respectability, and honor of this profession should first be taught in our schools. As it is now, the young woman in school or college knows that if she enters domestic service, she loses the relationships that she has formed. But schools of domestic science cannot do it all. The every-day man and woman who make society must change their foolish notions as to what is the polite thing for a young woman to do. The kind of stupidity that calls industrial education drudgery is the same kind of stupidity that looks upon the kitchen as a place for drudges. We must learn that the girl who cooks our meals and keeps our houses sweet and beautiful deserves just as high a place in our social economy as the girl who makes our gowns and hats, or the one who teaches our children. In what I have said on this particular phase of our industrial life, I do not wish to be understood as advocating the restriction of colored girls to house service, even when that service is elevated to the rank of a profession. My only plea is that we shall protect and respect our girls who honestly and intelligently enter this service, either from preference or necessity.

It seems to me that we lose a great opportunity if we fail to take hold of this problem in a thoroughly broad and philosophic way and work out its solution. If we wish to contribute something substantial to the social betterment of American living, we have the opportunity in helping to solve this servant-girl prob-

lem. Vexation of spirit, waste, indigestion, and general demoralization cry out from the American home for relief from its domestic miseries. We have it in our power to assist in answering this Macedonian cry. It would help to give our race a standing if we could count several of our men and women as the best thinkers and most effective workers in the solution of this problem. Shall we lead or shall we follow in this movement? Shall we, in this as in many other things, beg for an opportunity further on instead of helping to create opportunities now?

There is still another consideration which suggests the importance to the colored people of taking the lead in helping to improve and elevate this service. Race prejudice is kept up and increased in thousands of instances by the incompetent and characterless women who are engaged in this work. While there are thousands of worthy and really noble women in domestic service who enjoy the confidence and affection of their employers, there is a large percentage of colored women who, by their general unworthiness, help to give the Negro race a bad name. For white people North and South are very apt to estimate the entire race from the standpoint of their own servant girls. When intelligence takes the place of ignorance, and good manners, efficiency, and self-respect take the place of shiftlessness, and irresponsibility in American homes, one of the chief causes of race prejudice will be removed.

It should also be borne in mind that the colored girl who is trained in the arts of housekeeping is better qualified for the high duties of wifedom and motherhood.

Let me say by way of summary that I have dwelt mostly upon the opportunities of domestic service for the following reasons:—

1. It is the one field in which colored women meet with almost no opposition. It is ours almost by birthright.
2. The compensation for this service, in Northern communities at least, is higher than that paid for average clerkships in stores and offices.
3. The service is susceptible of almost unlimited improvement and elevation.
4. The nature of the work is largely what we make it.
5. White women of courage and large intelligence are lifting domestic service to a point where it will have the dignity of a profession; and colored women are in danger, through lack of foresight, of being relegated to the positions of scrub women and dishwashers.

6. The colored girl who has no taste or talent for school teaching, dress making, or manicuring is in danger of being wasted in idleness, unless we can make domestic service worthy of her ambition and pride.

7. There can be no feature of our race problem more important than the saving of our young women; we can, perhaps, excuse their vanities, but idleness is the mildew on the garment of character.

8. Education has no value to human society, unless it can add importance and respectability to the things we find to do.

9. Though all the factories and offices close their doors at our approach, this will be no calamity if we are strong enough to so transform the work that we must do, that it shall become an object of envy and emulation to those who now deny us their industrial fellowship.

Labor and Business in Virginia

W. P. BURRELL, Grand Secretary of the True Reformers

The question of business and labor lies at the very root of our government and there is no question which has given greater concern to the men of the country in the last two years than that of labor and its relation to business and capital. The great coal strike is yet before our minds, and how a few thousand mine laborers managed to block the business of the country for months is well known to us all. Recognizing the great importance of the labor question and its relation to all other matters of the public good, the various states have appointed Commissioners of Labor for the purpose of giving thorough study to the subject and reporting to the legislature on the same. It will pay well any student of this question to secure and read some of these reports which can be had for the asking. Mr. Carrol D. Wright, United States Commissioner of Labor, has very kindly furnished your chairman with full reports of his department and we only regret that we shall not have time to make copious extracts from the same. The report of the Coal Commission to the President of the United States is well worth reading as it gives a complete insight into a question about which most of us know but little. We are all happy to know one thing, and that is that our President was able to come into this matter and break the greatest

strike that the country has ever witnessed—one whose influence was felt by every citizen of the United States. This strike was one of the most positive examples of the power of organized labor.

EFFICIENCY OF THE COLORED WORKER

On account of the limited facilities at our command we have been unable to extend the scope of this report beyond a few places in the United States, and our principal line of investigation has been in Virginia.

In the Southland, the home of the Negro, he is the producer, and in all spheres he is the laborer. There are no branches of labor which have not been filled by Negroes, and notwithstanding the fact that thousands of white laborers are being imported into the South yearly we are glad to be able to report that the Negro is yet holding on, and where he is forced to let loose at one point he can be found catching on at another.

Where the Negro has given attention to his work, and in most cases where he has done his best, he has no fear of white competition. We are sorry to note that while investigating the question of domestic service we made many discoveries which were not complimentary to our people. We found that families that had been employing Negro labor for generations had been obliged to change them for white servants because of neglect of duty on the part of colored servants. In the South white servants do not give the satisfaction given by Negro servants. As the majority of the Negroes must, for a long while yet, be engaged in domestic service it is but proper that every effort be put forth to have our people dignify their work by doing it with all their souls and with all their hearts. We must understand that the employer has rights that we are bound to respect. Men of the Negro race who are in a position to demand the attention of the masses must tell in no uncertain tones that opportunities neglected by our people along this line can do nothing but lead to grief. The work belongs to us and we must do all in our power to hold it. We have little hope of regaining ground lost by us in this great struggle for existence. The emigrants who are brought here by thousands are bidding for everything in sight. The only way that the Negro can hope to hold his own in this world of business and labor is by rendering excellent service, and, as Dr. Washington puts it, "doing a common thing in an uncommon way." There is a disposition on the part of a large number of

our people both in the professional as well as the laboring walks of life to perform carelessly the duties assigned them and when the inevitable failure comes, to charge it up to hardships put upon them because of their color. We are reminded of the speech made by Gov. Candler at the opening of the Young People's Congress in Atlanta in which he said that when he wanted a job of work done he looked, not for the white or black man who could do it, but for the man that could do it most acceptably. We have a striking illustration of this condition of affairs in the work of the colored barbers of Richmond, Va. Until within a few years a white barber shop was a novelty in that city. Now there are several white shops which are fitted up like palaces and presided over by white "tonorial artists." It was thought, when these artists came in such numbers, that the colored barber who had depended upon the white trade for his living would soon retire from business, but it was not so; the colored barber bought books, bought new fittings for his shop, studied the art of the business, and to-day has a larger trade than ever before. Not one of them who applied himself heart and hand to the requirements of his business has had to retire. It will be our pleasure to present further on in this report statistics proving what we say. Where the Negro has been forced out of one kind of business because of his color he has by pluck and energy either found or built another more lucrative than the first.

LABOR ORGANIZATIONS

Again referring to the question of organized labor which has occupied a prominent place in all of our former reports, we beg to note that the Negro is entering more fully into the spirit of organizations for self-protection each year. We find that the American Federation of Labor has in its employ several Negro organizers. These men are operating in various states of the country and in a great measure they have succeeded in convincing large numbers of Negroes that their preservation depends upon their affiliation with their working white brethren. The color line bars them effectually from the councils of their white brethren, but it appears that they are given the same forms of organization and work for their use that their white brethren have. We have not yet heard of any instance where the white brother has felt called upon to strike in support of any scale of wages demanded by the colored brother.

LABOR IN VIRGINIA

The report of Mr. James B. Doherty, Commissioner of Labor, for the state of Virginia for 1901 shows that in an investigation

made by that department covering three hundred and eighteen firms of various kinds employing white and colored labor there was found to be a great difference between the wages paid to white men and those paid to colored men for the same class of work. The following table will show the wages received in the leading occupations by white and colored men. This investigation covered the whole state of Virginia.

Trade	White	Colored
Carpenters.....	\$2.26.....	\$1.83
Bricklayers.....	3.39.....	2.04
Plasterers.....	2.79.....	1.94
Lathers.....	2.16.....	1.76
Helpers.....	1.35.....	1.40
Brick makers.....	1.57.....	1.16
Helpers.....	.45.....	.95
Painters.....	1.95.....	1.53
Laborers.....	1.20.....	1.11

Wages of hotel servants in Richmond are as follows.

Waiters.....	\$15 to \$18 per month		
Chambermaids.....	8 to	12	" "
Bell boys.....	10 to	16	" "
Porters.....	15		" "
Cooks.....	17 to	53	" "

INSURANCE ORGANIZATIONS AND BANKS IN VIRGINIA

We find on investigation that in the state of Virginia quite a number of insurance organizations have been formed, and in the report of the Auditor of Public Accounts for the year 1902, we find the following report which will give some idea of the magnitude of the insurance business as conducted by Negroes in the state of Virginia. There are quite a number of insurance companies and fraternal societies in the state that do not as yet make reports to the Auditor. According to the official directory of the City of Richmond there are in that city alone sixteen Insurance Companies conducted by Negroes.

Association	Cer. Written	Insurance	No. Cer. in Force	Value
American Benefit.....	19,146	\$653,521.00	18 030	\$617,106.00
Richmond Benefit	6,699	221,945.00	14.820	434,970.00
Southern Aid Society of Va... ..	4,657	395,680.00	6,808	500,311.25
United Aid.....	6,380	268,615 00	3,627	132,062 00
Benevolent Aid and Relief Association..	700	25,975 00	697	25,875.00
Grand Fountain U. O. T. R.....	15,740	1,883,434.50	64,357	7,715,702.25
	53,322	\$3,449,170 50	108,339	\$9,426,026.00

If a complete report could be had of the business which the colored insurance companies and fraternal societies are doing in the state of Virginia it would be shown that more than three hundred thousand colored men, women, and children carry some form of insurance. This means a great deal for the business conditions of the people of this state, since these organizations not only provide for the relief of the policy holders in sickness, but a large part of the money paid on account of death claims finds permanent investment in various forms.

So far as we have been able to learn, there are at present in operation in the state of Virginia five state banks under Negro management; one at Hampton run by the Galilean Fishermen; one at Manchester; and at Richmond three—the Nickel Savings Bank, the Mechanics Savings Bank, and the Savings Bank of the Grand Fountain. These banks have a combined deposit of \$350,000.00. They all do regular banking business and are subject to inspection by the authorities of the state. In the past they have paid dividends ranging from ten to twenty per cent.; they have the confidence of the people in their various communities and are steadily increasing in importance. The Reformers Bank has depositors in nearly every state of the union.

INSTANCES OF BUSINESS PROGRESS IN CITIES

Lynchburg, Virginia

In Lynchburg there are twenty-four plasterers and twenty-one bricklayers, a plasterer's union made up of ten persons who affiliate with the white union, twenty carpenters among whom are five contractors, twenty-nine Negro coopers who belong to the white union, and a number of Negro painters who are also contractors; ten stone-cutters who are classed as skilled me-

chanics; one wheelwright who is doing very excellent work and who can build a wagon from start to finish with the exception of the iron work, and four brick contractors. One of these, Mr. Samuel Bolling, has just made a contract to build one of the largest brick buildings ever constructed in Lynchburg. The building is to be used as a hardware store. Another brick contractor is building an armory to be used by the white militia. One of the leading enterprises conducted by the Negroes of Lynchburg is a large, up-to-date barber shop containing eleven chairs. Bolling & Everett of Lynchburg are just completing a large building for the True Reformers at the corner of 12th and U. Streets, Washington, D. C.

Selma, Alabama

In Selma, a town with a colored population of 4,429, the Negroes own and control

Public Hacks.....15	Coal and Wood Yard..... 1
Public Drays..... 27	Bicycle and Repair Shop..... 1
Grocery Stores.....24	Tailoring and Dyeing Shops... 5
Barber Shops 16	Dental Parlor.....1
Blacksmith Shops..... 7	Hair Dressing and Manicuring. 1
Shoe Shops.....10	Ginnery.....1
Stalls in City Market.....7	Tin Shop.....1
Restaurants.....10	Mattress Manufactory.....1
Boarding Houses.....2	Dressmaking Establishments 41
Printing Offices.....3	Institutions of Learning.....4
Drug Stores.....2	Transfer Line.....1
Secret Societies.....9	Benevolent Societies.....11
Saloon.....1	Undertaking Establishment... 1

St. Louis, Missouri

In St. Louis, a city of 35,516 colored inhabitants, there are

Medical Doctors.....16	General Contractors..... 3
Dentists.... 3	Carpenters.....15
Drug Stores.....2	Coal and Ice Dealers.....125
Lawyers.....10	Grocery Stores.....10
Colored Newspapers.....3	Blacksmiths.... 2
Millinery Establishments....3	Butcher Shops.....3
Dry Goods Store.....1	Artists 5
Jeweler.....1	Paper-hanging Establishm'ts . 5
Tailors and Dyers.....5	Painters.....2
Barber Shops.....25	Second-hand Stores.....8
Shoe-shining Shops 30	Steam Laundries.....2
Expressmen owning teams 100	Undertakers and Embalmers..3

Cincinnati, Ohio

In Cincinnati, with a colored population of 14,482, reports as follows:

Business	No.	Capital Invested	Business	No.	Capital Invested
Barbers.....	8.....	\$15,700.00	Lodge Supplies,2.....		\$1,500.00
Carpenters.....	2.....	7,000.00	Teamsters.....	2.....	3,700.00
Coal and Ice....	6.....	9,000.00	Printers.....	1.....	1,800.00
Confectioners...2.....		3,000.00	Public Halls....	1.....	6,000.00
Cement Co.....	2.....	6,000.00	Plasterers....	1.....	2,000.00
Grocery Stores..2.....		1,800.00	Tailors ..	1.....	600.00
Hotels.....	1.....	2,500.00	Saloons	4.....	16,400.00
Real Estate.....	2....	305,000.000	Undertaking and		
Restaurants	3.....	2,300.00	Livery.....	3.....	16,500.00
Dry Goods.....	1.....	1,000.00			

Richmond, Virginia

In Richmond there are eight hundred and ninety business establishments of various kinds, with a capital of \$592,650. Ten attorneys, most of whom are graduates of reputable schools and colleges, have a fair practice in all the courts. There are forty-one barber shops for white men, employing one hundred and twenty-six barbers and sixty-two shop boys. The amount of capital invested is \$22,025.00. Among the finest barber shops in the whole country are some owned by Richmond colored barbers. There are twenty-four colored barber shops for colored people, employing forty-four barbers and twelve shop boys. The capital invested is \$2,275.00 making a total amount invested in the barber business of \$24 800.00.

In Richmond there are many enterprises conducted almost exclusively by women. Prominent among these will be found the St. Luke's Association of which Mrs. Maggie Walker is the secretary and moving genius. Dr. Sallie G. Johnson is a leading practitioner with a lucrative and growing business. Her patients are numbered by the hundreds. She is now acting as surgeon in charge of the Richmond Hospital, which is the property of the Richmond Hospital Association composed of seven colored physicians. This hospital was bought at a cost of \$6,000.00 and has been fitted up with all the most modern appliances. There are wards and private rooms with accommodations for thirty patients. There is a charity ward with sixteen beds supported by the Woman's Auxiliary, composed of three hundred women who

make monthly contributions for its support. Mrs. Fannie Chris Payne is a striking example of what a woman may accomplish by pluck and push. She began work as a day seamstress at fifty cents a day and now owns an establishment where she employs eight girls, and does the dressmaking for the leading families of Richmond. Her prices range from \$35.00 up and she finds it necessary to go to New York twice a year to buy her stock of dress patterns and trimmings amounting to \$1,500.00 or \$2,000.00 a season of six months. Her work is considered excellent and her customers leave to her the choice of designs for the dresses made. She recently completed a wedding trousseau worth \$800.00. She is a member of the "Dressmakers, Protective Association of America." Though possessed of limited education she is a thorough business woman and enjoys the respect and confidence of all her patrons. The ice business is cold business, yet there is a young girl in Richmond who sells tons of ice. Her wagon can be seen on the streets at all times; you can sometimes see her driving and sometimes she rides behind. She employs two men at all times but looks personally after her own collecting and takes care to see that her customers are properly served. Miss Carrie Fitzhugh appears to be yet in her teens, but is a striking example of what a woman may accomplish. Mrs. Nellie Banson enjoys the unique distinction of being the first female registered assistant pharmacist in Virginia. Now that her husband is taking a post-graduate course in pharmacy at Chicago she is conducting successfully his large drug business.

Baltimore, Maryland

In our city in the matter of business it is a pleasure to recall that new business ventures, with every evidence of success attending them, are found in many localities. Many of them are individual efforts. Since my last report three drug stores have been opened by regular graduate pharmacists, and they are all doing well. A corporation recently formed opened on Sept. 1st of last year, on one of our principal streets, a well-stocked shoe store which has received splendid support. Another newspaper and job printing establishment has been added to the number in existence at my last report. It has the largest and best equipped plant, and gives employment to the largest number of persons. Two young men, licensed real-estate brokers, have gone into this profitable field of activity and they bear every evidence that their efforts have been successful. There is also a corporation

devoted to the same purpose which has achieved success in the same line. Both have large rent rolls, and have been engaged in transacting some real-estate deals of considerable proportions. There have also been started, since my last report, two societies which blend the industrial insurance idea and the secret society or lodge plan, and by offering special inducements in the way of sick, accident, and death benefits, have enrolled large memberships, and furnished employment to a large army of solicitors, agents, clerks, physicians, and managers. There is another society which not only works on this plan, but has other features which are expected to attract attention, and give lessons in thrift and business to our people." It has in operation a tailor shop, a wall-paper establishment, and a grocery store, and is making arrangements for another venture along the same lines. These three societies, on their insurance side, have taught others, (which have been growing rich on the mites of our people) that the time has come for them to be more tolerant of their membership, and less tyrannical in their action towards them. They have done great good, and if their promoters will continue to conduct them on safe, conservative lines, there can be no doubt of their ultimate triumph. In domestic service our people have so far maintained their hold, and they may do so for some time to come. Baltimore people of Southern birth and training prefer such service, and will oftentimes make allowances for its imperfections when others would not think of it. How long this condition will last is a problem.

I cannot close this report without referring briefly to some conditions in the town of Cambridge which it has occurred to me are deserving of special notice. Cambridge has a population of about eight thousand, and the races are probably nearly equally represented in this number. There is more push and enterprise and determination to succeed among these people than I have observed among the same number of our people anywhere else. Fully one-fourth of them live in their own homes, which are in the main well appointed and which it is gratifying to know are unencumbered. Of those who rent, the larger number live in houses owned by other colored people. Some of the largest vessels engaged in the oyster industry are owned and operated by colored men. The largest beef and pork butchers' establishment in the town is owned by a colored man, the business having been conducted by his family in the same place for more than sixty years. Fully a dozen general stores are owned by our peo-

ple and from their general appearance they are all well patronized. All of the express business is done by them. The churches, halls, and other public places that they own are commodious and well adapted for their purposes. In the main they are free from debt.

Some Facts from the Census Report for 1900

JOHN W. CROMWELL

In 1900 there were reported 746,717 farms operated by Negroes and those of Negro descent, on which there were 716,514 buildings. The number of acres was 38,233,933, of which 23,362,798 were improved. The value of this farm property, June 1, 1900, was thus distributed: land, \$324,243,397; the buildings thereon were valued at \$71,903,315; the farming implements were \$18,859,757; and live stock to the amount of \$84,936,265—a total of \$499,942,734, or in round numbers, one half a billion of dollars.

The value of the products raised by these black farmers in the year 1899, was \$255,751,145, of which \$25,843,443 was fed to live stock, leaving \$229,907,702 as the value for consumption and market. To produce this there was a labor expenditure of \$8,789,792, and for fertilizers, \$5,614,844.

The average value of the farms tilled by Negroes is stated to be: land and improvements, \$434; buildings thereon, \$96; implements and machinery, \$25; live stock, \$114—making a total average valuation of the Negro's farm about \$669.

The relative influence of the Negro farmer is also seen by a comparative statement of those crops to which he gives most attention.

He raises 18.3 per cent. of the tobacco crop, while the white farmer produces 81.7 per cent. The black farmer raises 49.1 per cent. of the cotton crop, the white one 50.7 per cent.; the black farmer 37.3 per cent. of the rice, the white one 54 per cent. The Negro farmer produces 14.8 per cent. of the sugar, the white 83.9 per cent.

The importance of this contrast is borne out in this official comment. It is as follows: "In 1900, white farmers operated more than their proportional number of hay and grain farms, vegetable, fruit, live-stock, and dairy farms, florists' establish-

ments, nurseries, and miscellaneous farms, less than their proportional number of tobacco, cotton, rice, and sugar farms, and less than their share of other classes of farms. Furthermore, the classes of farms of which the Negro farmers operated more than their proportion, were those most numerous in the South, where the great majority of the Negroes reside."

An investigation into the status of the Negro with respect to his live stock shows that only 47 per cent. reported any, also that the proportion, for both races, was lowest in the South Atlantic division. "The Negro and his mule," however, seem to have this foundation, that in the South Atlantic and South Central States, a much larger percentage is reported than in any other section, they having 39.9 and 51.3, respectively.

The official comment as to neat cattle is that the per cent. of the Negro farmer indicates most remarkable progress.

"The ten cotton states produced in 1899, 97.2 per cent. of the entire cotton crop of the country. The tenant system was little known in the South prior to the war. Owners of slaves were owners of farms, and the cheapness of the land enabled some of the poorer classes to purchase, while others pre-empted farms from the public domain.

"The emancipation of several millions of slaves forced them to rely upon themselves for support. They were homeless, penniless, and lacking in a knowledge of the elements essential to agriculture. They had been accustomed to work under the direction of white men and entered upon the responsibilities of freedom as farm laborers. Forced to rely upon individual efforts for support, by the assistance and advice of their former masters, they gradually became operators of tenant farms. While there are many white men who cultivate cotton upon rented land, the Negro has become the true basis of the large proportions in the South."

The percentage of increase in the different classes of tenants is shown for the following decades:

	Owners	Cash	Share
1890.....	16.4	51.2	25.7
1900.....	18.3	87.2	60.3

"In 1899, 33 per cent. of all farms in the ten leading cotton states were operated by Negroes, but of the total number of cotton farms operated by Negroes in these states 84.3 per cent. reported cotton, whereas it was grown only on 62.3 per cent. of the farms of whites. * * * Any increase in tenant farms

represent an increase in the number of farms of Negroes." In 1899, 41.5 of the white farmers were tenants while of the Negro farmers, 80.7 were tenants.

"The progress of the Negro as an independent factor in the production of cotton is best illustrated by a comparison of the results obtained under the two forms of tenure in which each race has identical responsibilities in the exercise of individual judgment in the cultivation of its crops. In 1899 the average yield of the cotton per acre was 0.397 bale for the white owner, and 0.381 for the Negro cash tenant. In each form of tenure the Negro produced from two to three one-hundredths of a bale less than the white man and received from 60 cents to \$1.00 less per acre."

"Considering the fact that the Negro emerged from slavery only one-third of a century ago, and considering also his comparative lack of means for procuring the best land or for getting the best results from what he has, this near approach to the standard attained by the white man's experience for more than a century denotes remarkable progress.

Let me conclude with this suggestion, that the Conference through its Resolutions and by personal importunity, if need be, induce the Commissioner of the Census to see to it that the facts bearing upon the status of the American Negro be put in such form that his true condition as it was at the dawn of the 20th century may be known, for the purpose of a just comparison as the years come and go.

Some Defects of the Church and Recommendation of Plans for Improvement.

REV. J. E. MOORLAND, International Secretary of the Y. M. C. A.

There is no question claiming our attention to-day which is of greater importance than our religious and ethical condition, for upon this must be based all our substantial progress. Since, we have to do only with the Christian religion in this report, let us go back to the teachings of Christ, who said, "Seek ye first the kingdom of heaven and its righteousness, and all these things shall be added unto you." Men have always prospered in obeying these words and will fail if they attempt to change the order and command men to get the perishing things of the world first.

We should never discourage our people in building churches, if it is wisely done. We should never laugh at their longing for rest in a "land of pure delight", nor should we scorn the man who says, "take all the world but give me Jesus," for no man is fit to follow Him who is not willing to leave all for His sake. On this the Negro, with great faith, has built churches until he has more money in them than in any other enterprise. Some of the buildings are a credit to him and show marked progress in a people only forty years from bondage. Out of these churches have grown nearly every creditable activity of the race. The business and professional man is almost sure of success if he first secures the interest and co-operation of the church. Meetings good, bad, and indifferent are held here; even the wily politician knows this vantage ground, and often his voice has been heard from the sacred desk. Here also is the social centre and general gathering place of the people. This perhaps has a tendency to destroy reverence for God's house and to weaken home influence by putting the social centre in the wrong place.

In Negro churches you find the preacher a unique character—a man of peculiar influence and power. He is so everywhere, but among a people of small average intelligence his power and influence is widened to a great degree. These men have not always been good in every respect, but there have always been saintly men among them and the number is greater to-day than ever. The standards are being raised by all denominations. Churches are seeking educated young men of character, and the larger churches are rapidly coming under the control of this class of men. The people everywhere are seeking the truth and are willing to hear it. The deplorable thing is the lack of men to give it. Our college men are not entering the ministry in sufficient numbers; too many are merely looking to some purely material calling. We would not have fewer lawyers, doctors, business men, or farmers, but we should have more of the better class of men for the pulpit, since our future is so entwined with the church that we cannot rise higher without its influence.

There is evident improvement in some of the methods of the church. This may not be as rapid as progressive people might wish, but the light is breaking. In some communities, almost the same old methods are used in revivals, where the mourner is sung and clapped into a feverish ecstasy, which too often constitutes his conversion, and as an evidence of the same he stops work a day or so and walks the streets, shaking hands with all men.

expressing in a positive and demonstrative manner his joy at being "free". Sometimes a minister who is strong along every other line breaks down here and gives at least his silent consent to this sort of frenzy. But this is passing away. There are to-day among us many ministers preaching an earnest, plain gospel to men, which is being honored of God in revivals.

The church's care of the young is a most important question for consideration. It is given by means of the Sunday-school and young people's societies. The first is by no means as efficient as it ought to be. Often there is a lack of trained, tactful teachers; and there is needed a large plan, well worked out, to give religious influence to boys at the impressionable age. Careful investigation shows that the devotional instinct is almost parallel, in its strongest manifestation, with puberty. Then is the time to bring the Sunday-school pupil to a decision for God and righteous living. Until a better-trained force of workers can supplement the few who are now teaching in the Sunday-schools we shall have to say that the youth is poorly cared for in our churches. It does not seem possible for effectual work to be done when several hundred pupils are reciting at the same time in the same room. Some of the newer churches have considered this and have installed class-rooms—an essential to the best work. Recently, two colored international secretaries have been appointed for Sunday-school work in the United States among our people. They are traveling and holding institutes, organizing county conventions and state conventions, and it is hoped that splendid results will follow their efforts. A few of the denominations have missionaries and secretaries directing and promoting this important work in their churches.

The work of the young people's societies in some of the denominations is directed by general secretaries who travel and stir up interest in their work, publish papers and pamphlets, conduct correspondence, etc., thus promoting a worthy cause. It ought to be so increased in efficiency that every state would have a secretary at work among the young in the churches. There is not yet the power in most of these societies that the promoters would like to see. A member of this committee visited one not long since where he found chiefly middle-aged and old people, and later found crowds of young men in the pool rooms near by and hosts of young men and women promenading the streets. There needs to be a strenuous effort made by all to care more effectually for the young in our churches. We fear this is a weak link in the chain, and

we doubt seriously if certain secular Sunday lyceums are helping in any substantial way in this matter. Churches are being thrown open and literary organizations formed which meet on Sunday. Crafty politicians come in as "Saul among the prophets", stand in the sacred confines of God's house, and astutely make overtures for the few votes we have left. God's day is sacred and ought to be used for heralding the truth of the Gospel from men with clean hands and undefiled lips. It behooves our best ministers and laymen to consider seriously this phase of present-day effort. Once in a while a pastor's convert class or something similar is formed, but these efforts are few, and sometimes so because of an erroneous notion that conversion settles the state of a man's life for all time. There are stress and contrition. All the difficulties of the soul are bundled up together and cast aside forever. This often causes the feeble life of so many in our churches. They have not seen that the beginning of the Christian life is by all means the easiest part, and he who would "follow in His train" must be a hero. As soldiers will not be able to wage effectual warfare without training, neither will the young of our churches be able to shun the traps of sin and the gate of temptation unless there is line upon line and precept upon precept given in faithful and persistent training. The Negro Young People's Congress, held in Atlanta last August, had for its purpose, in part at least, to emphasize this phase of effort among us. It is possibly too early to tabulate results, but it is to be hoped that the orderly and cultivated thousands of our people who attended that meeting will see a new opportunity in their churches for work in training young men and women for useful lives.

There is need of co-operation between the teacher in the public school and the preacher in the church. Each ought to labor to help the other and each should endeavor to command the respect of the other. The teacher ought to be a leader in the religious efforts of a community, and professional men among us could find no better service to render a community than to take a class of boys in the Sunday-school. Right here we are weak. It would not be to our credit to state all the facts. Most of us were trained by missionary effort, and though we were sometimes overdosed with long answers to catechetical questions that had but little if any meaning to us, yet we owe it to the community not to stand off and criticise the feeble efforts of an ignorant folk but rather to take them the light of the present day. If we are to have better ministers and more of them, let the laity choose

them as they are beginning to do, and if better churches, let us begin to make them. One peril to the religious life of many of the Negro race is the enforced contact with certain classes of the opposite race. The Negro sees the white man in his time of relaxation, and in many places where he works for his living, he by no means sees the best type of man. The men are clever in speech, chivalrous in act, but too many times the old Puritan ancestor turns over in his grave and blushes at the shallowness, the wine cup, the gaming board, the suggestiveness of evil, that is not in a corner but everywhere. No mere casual observer knows the struggles of many Pullman porters, hotel men, and many others, to keep faith in humanity and to wrest themselves from a ruin worse than death caused by the influence of their environment. Often the best friends these men have are the worst examples of the moral life.

One great religious need to-day is a "Northfield" in power and spirit where ministers and laymen could go and hear the best teaching on such religious topics as touch life, becoming filled with the spirit of service, and being thus filled, returning to their homes as centres of influence in their churches and in the community. Here correct methods of Bible study and of Christian work would be taught. Recreation would be a feature, and association with lofty-minded individuals would make many a life new indeed. The Colored Young Men's Christian Associations for fourteen years have held similar conferences. No time is lost electing officers; no points of order are allowed. It is a conference for study and inspiration. The influence is seen immediately in increased Bible study in the student associations in our large cities, one city reporting at least eight thousand men in attendance at the men's meetings during the year, with sixty-one known conversions, and hundreds of men quickened in their spiritual life. This is true, to a degree, of numbers of these associations. The Baptists of the State of Kentucky have for some years held institutes for similar purposes, securing the best white men and the best colored men to appear on the programs. The influence has been far-reaching, and we are informed that the Baptist churches in at least a score of the cities and towns of the state are pastored by scholarly and spiritually-minded men. Some other states are doing a similar work. It is said that the Negro is naturally a Baptist in religion. If that is true it is also true that the Methodists have some vantage ground in their form of government. One presiding elder informs your committee that he holds institutes

for the preachers of all orders in his district. Here he brings the best men he can find to speak to them about the true Christian life, about books and how to read and study them, thus setting forces at work in men's lives that are eternal. It would seem that great good can be done by these churches which have such strong forms of government in training men for service.

Mr. John C. Martin of New York is perfecting his plans for helping the poor ignorant preacher, and during the past year conferences were held in a number of places in the South and plans were laid for the establishment of one or two permanent Bible schools for the instruction of preachers. These efforts all supplement the more thorough work in our theological seminaries and must have a good influence. Yet as mentioned above there is need of a still greater effort. No race will rise above its religion, and ours is now the task of elimination, of building up, and of bringing to bear the truths of the Gospel on this rising generation in the home and everywhere. While the mob, as a mighty wind, shall roar on the outside, when men in their rashness curse us, when seeming friends forsake us, let every man put forth his might to strengthen the moral fibre in his fellow man, and let none despair. As Chas. Wagner has said, "The most ingenuous hope is nearer truth than the most rational despair". While we must not measure great movements by attending evils, there are some things that our religion must correct for us or it will be of no effect. It must make our homes not only castles but temples where righteousness is engraven on the doorposts. It must cause us to be courageous in combatting evil, The saloon must go from the Negro districts in our cities or we are doomed. With its attending evils it is destroying our young people by thousands and it is doing this with our silence as an endorsement. Some notable exceptions to this are encouraging, but they are yet few. If we love righteousness, if we love light rather than darkness, we must be heard emphatically in every community on these questions, This is work for Christian men. "The field is white to the harvest" and you will be heard.

The Rev. H. H. Proctor of Atlanta never did a better thing than to go before the city council and protest against the licensing of a dance hall near his church where our young people would have been demoralized and many destroyed. He won the day, and this can be done and must be done or we perish, Our religion must turn the calcium light on impurity and every form of unrighteousness everywhere, and it must impel our ministers and

leaders to go out into the byways and teach the people. It must also make a single standard of morals. The most hopeful sign to-day is seen in the eagerness of the people to learn the truth. They are willing to hear of their faults, and eagerly grasp the remedy. This may not always be so. Our religion must have a controlling power over our amusements and recreation. Our people everywhere are bordering too much on frivolity. We have not reached the state of development when we can afford to be given over to these things. Our religion must be a force in our lives, every day deepening conviction of right and wrong, inspiring the love of right because it is right and the hatred of every wrong; thus fully establishing a character that nothing can shake. Then, if it is anything, it must bring us into vital relation with Jesus Christ "who is our all and in all"—to whom all power has been given and who reigneth supreme over all. Let the Negro, of all men, love and serve Him in every walk of life.

Diseases Prevalent in Negro Communities

J. W. PRATHER, M. D., Baltimore, Md.

Negro mortality must be looked after. The fact that the death rate of the colored people in cities is twice that of the whites, while in country districts it is about the same, proves to us that this alarming state of affairs is caused by surroundings and circumstances rather than by racial or constitutional weakness. Chief among the diseases prevalent among Negroes are pneumonia, tuberculosis, intestinal diseases, specific infection, and alcoholism. Already the cities and many of the smaller towns have taken rigid hygienic measures for the improvement of sanitary conditions, but the most direct and effectual way of reaching the root of the evil is through the home, for the mother of a family should inculcate habits of cleanliness and order, and should instruct the children from babyhood to observe the laws of health. The period of childhood and youth should be given special care, and suitable clothing as well as the kind of food necessary for the growth of the child should be provided. We can safely say that the physical decline of men and women of to-day is due, to a great extent, to the adulterations of food stuffs. The men and women of former years did not eat the cheap and inju-

rious substances that we find in the markets of to-day. They avoided the poorer food. They lived closer to nature, and the children were differently reared. The baby knew nothing of the bottle, but had the food that nature intended him to have. The result was that he had a good start in life, and when he reached maturity he was a lusty, healthy fellow. It is different now. Babies begin to take adulterated food almost as soon as they arrive, and to a great extent this is kept up through life.

The majority of people are profoundly ignorant of their own bodies and the proper care of them. What is the remedy? *Education.* Our children must be taught through the public schools, practically and systematically, the conditions necessary for maintaining health and combating disease. Too many of our schools are deficient in such instruction. The employment of physicians, teachers, and lecturers in the public schools on the subjects of hygiene, physiology, and dietetics will be the means of saving lives which are now being sacrificed by errors of living and by preventable diseases. Dietary errors and ignorance are the producers of most of our bodily ills. When we consider how a man abuses his stomach by eating and drinking too much, we must admit that we are great sinners against the laws of health.

In dietetic literature we find many misleading statements, due largely, I think, to the faulty knowledge of the chemical composition of food. Water and inorganic salts are purely mechanical in their action, entering and leaving the system unchanged in their composition. Water passes through the system unchanged; it washes and carries away the waste of the body, which, if retained, poisons the system. People with unhealthy nerves are often suffering from an insufficiency of fluid in the tissues of the body. To obtain the best results from water drinking, certain rules should be observed. People do not all need the same amount, and it takes a little experimenting in order to decide how much should be taken in individual cases. Much of the water required is taken in as a part of our food, as all food contains a large percentage of water—milk 86 per cent, vegetables ranging from 70 to 90 per cent. Three or four pints during the twenty-four hours in addition to that taken in as food is, probably, a sufficient amount for the average person. Only a moderate amount should be taken with meals. It is a mistake to drink no water with the meal, but it is a greater mistake to wash food down with water, and especially ice water. The best time for water drinking is at night and early in the

morning. The objection to animal food is that it is defective in nucleo-albumen, an essential element in the composition of red blood cells, and for the supply of lecithin to the nervous system. Therefore, an exclusively animal diet is apt to produce an anæmic condition.

The prevention of disease must be studied by the race. Special attention should be called to the camps where many persons are employed, and where there is danger of smallpox and other infectious diseases. Smallpox is on the increase, and, like tuberculosis, is a disease to which Negroes are peculiarly susceptible. We recommend that the laws of vaccination be strictly enforced. We fear too little thought is given to the importance of vaccination, especially in rural districts, and we would urge that the teachers in the public schools co-operate with the State Board of Health in urging this precaution. Malaria and kindred fevers can be partially controlled even by the layman, as his knowledge of sanitation broadens, but tuberculosis and smallpox baffle even medical skill.

THE EXCESSIVE USE OF NARCOTICS

It is a sad commentary upon human nature that there are so few agents for good which have not been perverted in their use, for while narcotics are able to alleviate much pain and misery, their misapplication is the cause of untold suffering. Of this class of drugs we wish to warn you against three: cocaine, chloral, and opium, from which are made codeine, morphine, and laudanum. During the year 1898 the total importation of opium in America amounted to \$989,690, while in 1902, four years later, the importation reached the sum of \$2,598,421. The importation of coca and cocaine in 1898 amounted to \$113,412, and in 1902 it was \$254,704. With an approximate increase in population of about ten per cent., the very rapid growth of opium and cocaine consumption is evident. Nor can this increased use be attributed to physicians' practice, as careful investigation reveals the fact that the dangers of their abuse are so great that physicians only use these narcotics where their identity is positively obscure, or as a last resort.

The urgent need of stricter legislation governing the sale of these drugs is apparent; and it is gratifying to know that many of the states formerly lax in this important matter are awakening to their sense of duty and are acting accordingly. In Chicago

many prosecutions have been made for the illegal sale of cocaine. Maryland has recently taken legislative action looking to the suppression of these evils, and so have Wyoming and Nebraska.

Dr. T. D. Davis, of Pittsburg, at a recent meeting of the Botanical Society of Pennsylvania said, "Cocaine is rapidly gaining an irresistible hold on our population, and especially on the Negro race," and from New Orleans comes a report that the Negroes of that section are more addicted to the use of cocaine than are other citizens. Whether these charges be correct or not, evidences point to the fact that at least 20,000 of the colored race habitually use narcotics. To these we recommend the employment of the best medical skill, which directs in most cases the administration of such specific tonics as contribute to nerve development and nerve force. Narcotic habitués are in conflict with so horrible a foe that whatever possible means of contribution to that faculty of the mind which determines whether the individual shall or shall not yield, ought to be sought. A change of residence is advisable, even though this may mean temporary poverty. Or if music or reading the prayer book or studying the Bible are sources of mental strength—and they of right ought to be—use them; for it is always necessary to employ all possible help, human and divine, to break loose from the shackles of narcotics.

METHODS OF COLLECTING VITAL STATISTICS

The urgent need of the moment is a thorough and comprehensive plan of accounting for vital statistics. The sources of essential information are two:—

(1). The federal census, which, being now maintained as a permanent part of the national government, should be, at the approach of another census year, better than ever prepared to count the people rapidly and accurately, making notes of all the data needed for statistical purposes; it should make such ad interim studies of the births and deaths occurring in non-registration areas as will serve for the better correction of the enumerators' returns for the census year; and it should commit all vital returns to the hands of a trained medical statistician.

(2). Local registration under state laws, embracing in their operation all the people, rural as well as urban, with substantial agreement among the states as to the essential data of record; respecting fully the rights of registration cities to the custody of their own records, but securing absolute unity of method in

statistical treatment, with an open display of both gross and net mortality and of the means of arriving at population estimates.

Local registration must cover: (a) records of death, made at the time and place of their occurrence by the most competent persons acquainted with the facts, including a medical certification of the cause of death, the making and filing of such a record being in every instance an indispensable preliminary to the disposal of the dead body; (b) records of births, secured by the payment of fees and by every appeal to private interest and public necessity, including, if possible, the conditioning of certain privileges of citizenship upon recorded evidence of attained age; (c) records of marriage and divorce, with all such items of information as have statistical importance; (d) records of sickness, including all cases of infectious diseases which fall within the provisions of the notification laws, all cases of sickness which come under observation in the public health laboratories, all sickness which is relieved at public cost, all sickness falling under the observation of inspectors of schools, of tenements and factories, and all sickness occurring in the public service, e. g., army, navy, police, and fire departments.

Finally the data of vital statistics should be systematically utilized, not only for the broader purposes which have grown into common use, but for the minuter inquiries which such records may answer.

Report of Committee on Resolutions

The Committee on Resolutions reported as follows:—

VITAL AND SANITARY PROBLEMS

In regard to diseases such as tuberculosis, smallpox, and typhoid fever, we earnestly urge upon the teachers and preachers, physicians and nurses, the importance of observing the necessary precautions of disinfection, vaccination, etc., in order to limit their malignant effects. We call especial attention to the promiscuous and ruinous use of cocaine, morphine, and other narcotics; and we would recommend that the legislatures of those states that have not already enacted laws on this subject take up this matter and pass laws restricting the sale of narcotics to physicians' prescriptions only.

We recommend that in those districts where unsanitary pest

houses exist the colored people themselves, co-operating with the proper authorities, buy the ground, and build and equip hospitals for the proper isolation and care of smallpox patients.

RELIGION AND ETHICS

We recommend that especial effort be made to induce our young men to take up the Christian ministry, particularly those who have had the advantages of college and university training.

We further recommend that every effort be made to emphasize the evils of intemperance, and we call the attention of parents to the importance of moral and spiritual guidance of the young.

DEFECTIVE AND DELINQUENT CLASSES

While we note with pleasure the many efforts being put forth by the charitably disposed and by the state authorities of the South for the improvement of the delinquent, defective, and destitute classes, we regret that thus far, even in a state so far advanced in educational matters as Virginia is, no effort has yet been made to ameliorate the condition of the deaf, dumb, or blind of the Negro race. We therefore recommend that immediate steps be taken to bring the matter to the attention of the proper authorities.

BUSINESS AND LABOR

We are gratified to note the constant expansion of the business life of the race. In the large cities, towns, hamlets, and rural communities our young men and women are launching new business enterprises and meeting with moderate success therein.

Inasmuch as for a number of years to come the masses of colored women must engage in domestic service: resolved that it is the sense of this Conference that they should be protected and respected in the performance of any service that is well and honorably done.

We also recommend that women's clubs throughout the country make it an important part of their work to induce young women of the race to obtain the training in domestic science offered by such schools as Hampton Institute, Tuskegee, the Armstrong Manual Training School at Washington, D. C., the Indianapolis Manual Training School, the Summer High School at St. Louis, and many others throughout the country, where an especial feature is made of domestic science. We believe

that when young women are as well trained in the science of housekeeping as they are in literary pursuits the service itself will be exalted, the prejudices against it removed, and the compensation for such service increased.

EDUCATION

We feel that this Conference cannot too strongly endorse the industrial and agricultural work done at Hampton, Tuskegee, and schools of like character. It is evident, even to the casual observer, that the crowding of untrained Negroes into cities from the rural districts is a menace to the future development of the race. From the paper read by Mr. W. T. B. Williams, the meagreness of instruction in the rural schools in Virginia has been clearly shown. Discussion of this paper brought out the fact that a similar condition exists in the states south of Virginia. We therefore earnestly recommend that the character of education in the city and country schools alike be so changed and improved that the student may be made to see clearly the relation existing between education, however crude, and its application to the student's future usefulness and success in working out his own problems of how to succeed in the environment in which he is placed.

We further recommend that special effort be made to induce our people to support the idea of extra taxation for better schools.

IN GENERAL

Resolved: That the Director of the Census in the preparation of the SPECIAL NEGRO BULLETIN to be published under the auspices of his Bureau, should be requested to make it so comprehensive of all the activities and conditions of the Negro included in the schedules of the last census, as to afford a scientific basis for all future judgments or comparisons.

We view with satisfaction the great work which the Southern and National Education Boards have already accomplished and which promises ultimately to redeem the Southern masses from their present illiteracy and enable them to attain to a higher civilization.

We deplore all legislation which tends to lower or abolish advanced training in our schools—especially those for the prepara-

tion of teachers—or which prevents or restricts, to any degree, the disposal, by our industrial schools, of their products through commercial channels.

W. B. EVANS, Chairman
E. B. KRUSE
J. H. MURPHY
J. M. COLSON
MRS. FANNIE BARRIER WILLIAMS
T. H. R. CLARKE
FRANK TRIGG
DR. A. M. CURTIS
DR. R. H. ARMSTRONG
G. M. CHADWELL

Topics for Committees—1904

1. Committee on Economics
 - a. Land
 - b. Labor
 - c. Business
2. Committee on Education
 - a. Kindergarten
 - b. Primary
 - c. Secondary
 - d. Higher (college and university)
 - e. Professional
 - f. Manual and industrial
 - g. Domestic Science
3. Committee on Religion, Morals, and Social Organizations
 - a. Churches
 - b. Sunday-schools
 - c. Y. M. C. A.
 - d. Young people's societies
 - e. Social settlements and other religious agencies
4. Committee on Charities and Corrections
5. Committee on Vital and Sanitary Problems
6. Committee on Civic Relations
7. Special Committee for the investigation of defective, delinquent, and destitute classes of colored people in Virginia.
8. Central or Executive Committee, composed of the Chairmen of the several committees, and the executive officers of the Hampton Negro Conference.

This committee will also be the Ways and Means Committee of the Conference.

The main idea of this committee is to make the work of the Conference continuous; first, in the work of investigation and the collection of definite facts; second, in the presentation of these facts in pamphlets, charts, etc; third, in the application of recommendations made by the various committees.

The work of the Conference for the coming year will follow the lines indicated by the names of the committees. Each committee will choose some part of its general field and will report upon that part.

STANDING COMMITTEES, 1903-04.

Civic Relations—W. Ashbie Hawkins, (Chairman); S. Laing Williams, Chicago, Ill.; John W. Cromwell, Washington, D. C.; A. F. Hilver, Washington, D. C.; Thomas H. R. Clark, Washington, D. C.; I. D. Blair; L. G. Gregory; G. W. F. McMechen, Evansville, Ind.; J. C. Napier, Nashville, Tenn.; C. C. Dogan, Norfolk, Va.; W. C. McCord, Baltimore, Md.; Geo. W. Braye, Berkley, Va.; C. C. Fitzgerald, Baltimore, Md.

Religion and Morals—J. E. Moorland, (Chairman) 905 U Street, N. W., Washington, D. C.; Rev. F. J. Grimke, D. D., Washington, D. C.; Rev. R. Spiller, D. D., Hampton, Va.; Rev. George F. Bragg, D. D., Baltimore, Md.; G. G. Marcus, Memphis, Tenn.; W. A. Hunter, Atlanta, Ga.; Prof. D. W. Davis, Richmond, Va.; E. H. Hunter, Washington, D. C.; Rev. O. J. W. Scott, Washington, D. C.; Rev. R. H. Armstrong, Baltimore, Md.; Dr. J. E. Shepherd, Durham, N. C.; Prof. I. Garland Penn, South Atlanta, Ga.; T. C. Walker, Gloucester, Va.; Rev. E. W. Isaacs, D. D., Nashville, Tenn.

Economic Conditions—W. P. Burrell, (Chairman) Richmond, Va.; Mrs. Harris Barrett, Hampton, Va.; Daniel Murray, Washington, D. C.; Prof. George E. Stephens, Lynchburg, Va.; J. Thomas Hewin, Richmond, Va.; Robert L. Smith, Oakland, Texas; John M. Burrell, Boston, Mass.; Rev. J. L. Cohron, St. Louis, Missouri; Rev. J. S. Smothers, Memphis, Tenn.; Samuel Harris, Williamsburg, Va.; Dr. R. E. Jones, Richmond, Va.; J. T. Newsom, Newport News, Va.; George W. Chadwell, Indianapolis, Ind.

Education—W. T. B. Williams, (Chairman) Hampton Institute; Prof. Kelly Miller, Washington, D. C.; President J. Hugo Johnston, Virginia Normal and Industrial Institute, Petersburg, Va.; Dr. D. J. Saunders, Charlotte, N. C.; Prof. J. R. Hawkins, Kittrell, N. C.; Prof. John Hope, Atlanta, Ga.; Miss Edwina B. Kruse, Howard High School, Wilmington, Del.; Mrs. Beulah W. Porter, McCoy School, Indianapolis, Ind.; Howard E. Young, School No. 115, Baltimore, Md.; Dr. W. B. Evans, Armstrong Manual Training School, Washington, D. C.; C. A. Powell, Asheville, N. C.; William H. Hayes, Keysville, Va.; Richard T. Coles, Kansas City, Missouri.

Charities and Corrections—Prof. James M. Colson, (Chairman) Petersburg, Va.; Mrs. F. B. Williams, Chicago, Ill.; Prof. Isadore Martin, Enfield, N. C.; Prof. L. S. Clark, Athens, Ga.; Rev. Geo. F. Bragg, Jr., Baltimore, Md.; Hon. John H. Smythe, Hanover, Va.; Prof. N. B. Young, Tallahassee, Florida; Prof. George W. Cable, Indianapolis, Ind.; J. H. Murphy, Baltimore, Md.; F. D. Wheelock, Phoebus, Va.

Vital and Sanitary Problems—A. M. Curtis, M. D., (Chairman) 1535 14th St. N. W., Washington, D. C.; F. J. Shadd, M. D., 901 R. Street, N. W., Washington, D. C.; D. Grant Scott, M. D., 354 Biddle St., Baltimore, Md.; John W. Prather, M. D., 1603 Milliman St., Baltimore, Md.; Edward J. Wheatley, 1230 Druid Hill Avenue, Baltimore, Md.; Howard E. Young, (Druggist) Druid Hill Avenue and Hoffman St., Baltimore, Md.; J. E. Shepherd, M. D., Durham, N. C.; Dr. Joseph France, Portsmouth, Va.; Dr. Wm. E. Atkins, Hampton, Va.; R. G. Booker, 1230 Druid Hill Avenue, Baltimore, Md.

Defective, Delinquent and Destitute Negroes of Virginia—J. H. Johnston, (Chairman) Petersburg, Va.; R. R. Moton, Hampton, Va.; D. W. Davis, Richmond, Va.; T. C. Walker, Gloucester, Va.; George E. Stephens, Lynchburg, Va.; Rev. R. Spiller, D. D., Hampton, Va.; Joseph E. Jones, D. D., Richmond, Va.; James M. Colson, Petersburg, Va.

